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ABSTRACT

This dissemination and diffusion handbook for the Florida State Department Division of Vocational Education is divided into ten chapters. Chapter 1 describes the functions of the dissemination and diffusion (D&D) section of the division of vocational education. Identifying the procedures and processes to be followed, chapter 2 focuses on the dissemination unit which is responsible for distributing new as well as established products. Chapter 3 presents and explains a model illustrating the publication request process for educational materials. Chapter 4 describes the functions of the D&D acquisitions and processing unit. Chapter 5 focuses on the diffusion unit which is primarily concerned with educational change; a model illustrating the diffusion process is presented and explained in detail in this chapter, and various diffusion strategies are presented in chapter 6. The role of the regional D&D consultant is defined in chapter 7. The activities involved in the dissemination and diffusion of V-TECS (Vocational-Technical Education Consortium of States) products are described in chapter 8, and dissemination and diffusion activities for career education are presented in chapter 9. Finally, chapter 10 describes the theoretical and research foundation of Impact Assessment, its relation to the basic D&D model, the basic questions that Impact Assessment answers, and the available methodologies and types of reports. Impact Assessment tools and examples of Impact Assessment reports are appended. (BM)

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ED171878

DIVISION OF VOCATIONAL EDUCATION

DISSEMINATION AND DIFFUSION HANDBOOK

State of Florida, Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida 32304

CE 017 393

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CONTENTS

Chapter		Page
1.	Functions of the Dissemination and Diffusion	1
2.	The Dissemination Unit	5
3.	Requesting Publication of Educational Materials	9
4.	The Acquisitions and Processing Unit	17
5.	The Diffusion Unit	23
6.	Strategies for Diffusion	36
7.	Role of Regional Dissemination and Diffusion Consultant	49
8.	Dissemination and Diffusion for V-TECS V-TECS Catalog Dissemination and Diffusion Planning V-TECS Dissemination Workshops Criteria for Selection of Target Group Members and Determining Printing Quantities for V-TECS Catalogs	54
9.	Dissemination and Diffusion for Career Education	85
10.	Impact Assessment	96
	References	
	Appendix A: Impact Assessment Tools	135
	Appendix B: Examples of Impact Assessment Reports	165

CHAPTER 1

FUNCTIONS OF THE DISSEMINATION AND DIFFUSION SECTION

The Bureau of Research, Dissemination and Evaluation, Division of Vocational Education, sponsors many projects and activities focused on the improvement of instruction in Florida's vocational education programs. One of these projects is in the area of developing methods of individualizing instruction, which will also introduce processes and procedures not previously available to teachers and students. This long-range project is know as the Curriculum Delivery System or CDS. Self-paced, competency-based instructional materials are being developed in several occupational areas by other projects. Florida is also an active member of the Vocational-Technical Education Consortium of States (V-TECS) which has been formed to standardize and improve instructional materials through the development of a series of catalogs of performance objectives. In addition: other research projects, occupational program units and Division-wide activities are continuously producing products, practices and procedures for use in vocational education programs.

The Dissemination and Diffusion (D&D) Section is responsible for meeting the production, distribution and storage demand created by these activities. The D&D Section maintains a statewide system of dissemination and diffusion. Dissemination is a process of providing products, procedures and practices of proven value to targeted groups of educators. The process includes identification of the users and distribution of the pro-

ducts to them. Diffusion is a process of providing educators an opportunity to explore, test and make decisions to accept or reject, in whole or in part, the products, procedures and practices as a basis for expansion and improvement of educational programs, strategies and services.

Specific functions of the Dissemination and Diffusion Section are to:

1. Develop a dissemination and diffusion system that will appropriately involve representatives of the Florida Department of Education and its regional offices; universities, community colleges, school districts, and the U.S. Office of Education, as necessary, in the development and implementation of plans for reproducing, packaging, distributing and diffusing vocational education materials and processes developed by projects.
2. Develop, with assistance of directors of funded projects, descriptions of benefits, costs and organizational arrangements needed to utilize the products and processes being developed.
3. Develop, with the assistance of project directors, educational consultants, local educators and other appropriate persons, a description of the needs of potential users of the procedures and processes to be disseminated and diffused.
4. Develop, with the assistance of educational consultants from the Department of Education, local educators and other appropriate persons, a description of advocate roles to disseminate and diffuse the product or process.
5. Select and state obtainable objectives to be achieved in the change process in terms of providing user groups an opportunity to: (a) become aware of products and processes useful in solving

their problems; (b) make indepth explorations into elements of the advocated change having direct interest to them; (c) use the advocated product or process in a limited way as a basis for; (d) evaluating the benefits to their problems; and (e) an opportunity to accept or reject, in whole or in part, the product or process being advocated.

6. Develop cost-effective methods for reproducing, packaging and distributing the products and processes to be diffused.
7. Develop strategies and activities to achieve each objective for each user group served.
8. Develop time sequence charts and budgets for each strategy and activity.
9. Manage the implementation of each strategy, using educational consultants available in the regional offices as facilitators, and provide additional human and material resources through grants.
10. Develop and conduct, with assistance from educational consultants in regional offices and staff in the evaluation section, an impact study of the diffusion plan as a basis of providing information needed for evaluation and possible revision.
11. Develop and present interim and final reports of the disseminate and diffusion plans to appropriate personnel in the Bureaus of Vocational Programs and Staff Development and Planning and Budgeting, the Division Director's office and other offices within the Florida Department of Education and the U.S. Office of Education.

12. Prepare and submit a long-range and annual budget for dissemination and diffusion plans for inclusion in the bureau budget.
13. Monitor funded dissemination and diffusion projects to determine successes and problems in operating the plan and to correct deficiencies.
14. Establish working relationships with organizational units within and outside the Department of Education having dissemination and diffusion responsibility in order to eliminate unwarranted duplication of effort, to stay abreast of pertinent developments and to share resources.
15. Review and recommend needed changes in policies and procedures for dissemination and diffusion of improved vocational education products and processes.

As the Dissemination and Diffusion Section refines its methods of operation, and the needs of the State are further delineated in terms of disseminating and diffusing materials, its functions may vary from those listed. However, the overall concept of enabling vocational educators to receive the latest information, materials and assistance to help them in bringing about effective classroom change serves as the overriding purpose of this Section.

CHAPTER 2

THE DISSEMINATION UNIT

The function of the Dissemination Unit is to distribute new as well as established products. These products may originate with the Division of Vocational Education or they may come from other sources. Products selected by the Division will be disseminated through the operation of an established dissemination plan. New products and established products are handled in the following manner.

NEW PRODUCTS

When a new product is identified for dissemination, the following procedures and processes are followed:

1. Review description of the product with originator.
2. Restate identification of target population. This step will also establish the total number of copies required. The Occupational Program Administrator or other appropriate Division representative supplies the Dissemination and Diffusion Section with the number of educators there are in the area for which a specific product is developed. This number combined with those agencies, institutions or organizations the Dissemination and Diffusion Section knows must receive copies constitute the total number that must be printed.
3. Identify Production Requirements. In this step the following considerations are resolved:

a. What format is best? (tear-out, multimedia, etc.)

b. Clear publication ideas with DOE Publications Board (artwork, design, etc.)

c. Proof and edit all publications.

d. Determination of whether or not to sell the product.

e. Copyright clearance.

4. Estimate Required Resources (both human and fiscal). In this step, the following determinations are made:

a. Print materials through DOE printing shop.

b. Contract printing needs to a commercial printer.

c. Utilize other facilities found in the State (i.e., PAEC, Orange County, etc.).

d. Utilize CEC's Visual Communications Unit.

e. Which of the aforementioned is the least expensive, best quality, most expedient.

5. Storage.

a. Short-term.

Assoon as printed matter is completed, it is delivered to the Dissemination and Diffusion Section. The Section then disseminates the product to the identified target population. Short-term usually signifies storage of up to one month.

b. Long-term.

Storage of up to six months will be the responsibility of the Dissemination and Diffusion Section. After this time any large remaining quantities should be shipped to the Department of Education Warehouse.

6. Select Distribution Techniques. Determine the best process for distribution. This step is closely tied to the diffusion plan. Regional Program Consultants are the main linkage agents in the dissemination and diffusion process. Most materials must pass through them.

7. Sequence and schedule activities to implement the dissemination strategy.

8. Conduct impact assessment of adopted dissemination strategy.

ESTABLISHED PRODUCTS

The procedures and processes described for new products are followed in setting up the dissemination planning phase. A full description of the selected product will establish a clear understanding of what has been selected for distribution. An identified target population assures that sufficient copies are being made and that measures are complete enough to insure the intended user receives the product.

When an established product is identified for dissemination it will be reviewed to determine that it is appropriate to the Florida educator group and can be used in Florida schools. A purposive study may be conducted to accomplish this, or in cases where the product clearly has immediate application in Florida, the Division Administrative Council may authorize its prompt dissemination. If the format of the material is to be changed in any way, the Dissemination and Diffusion Section is responsible for maintaining full recognition of copyright. When a product is to be purchased from an outside source, the Dissemination and Diffusion Section will prepare the necessary Request for Purchase. Planning will

include receipt and storage of the product prior to its distribution in accordance with the dissemination plan.

The Dissemination Unit coordinates the distribution activities for educational materials selected for delivery to instructors and administrators. Accurately describing a product helps in understanding its use. Then, identifying the complete target population for which the product is intended helps planners deliver the product currently and expeditiously. When this is done effectively and efficiently, it extends the resources made available for this purpose.

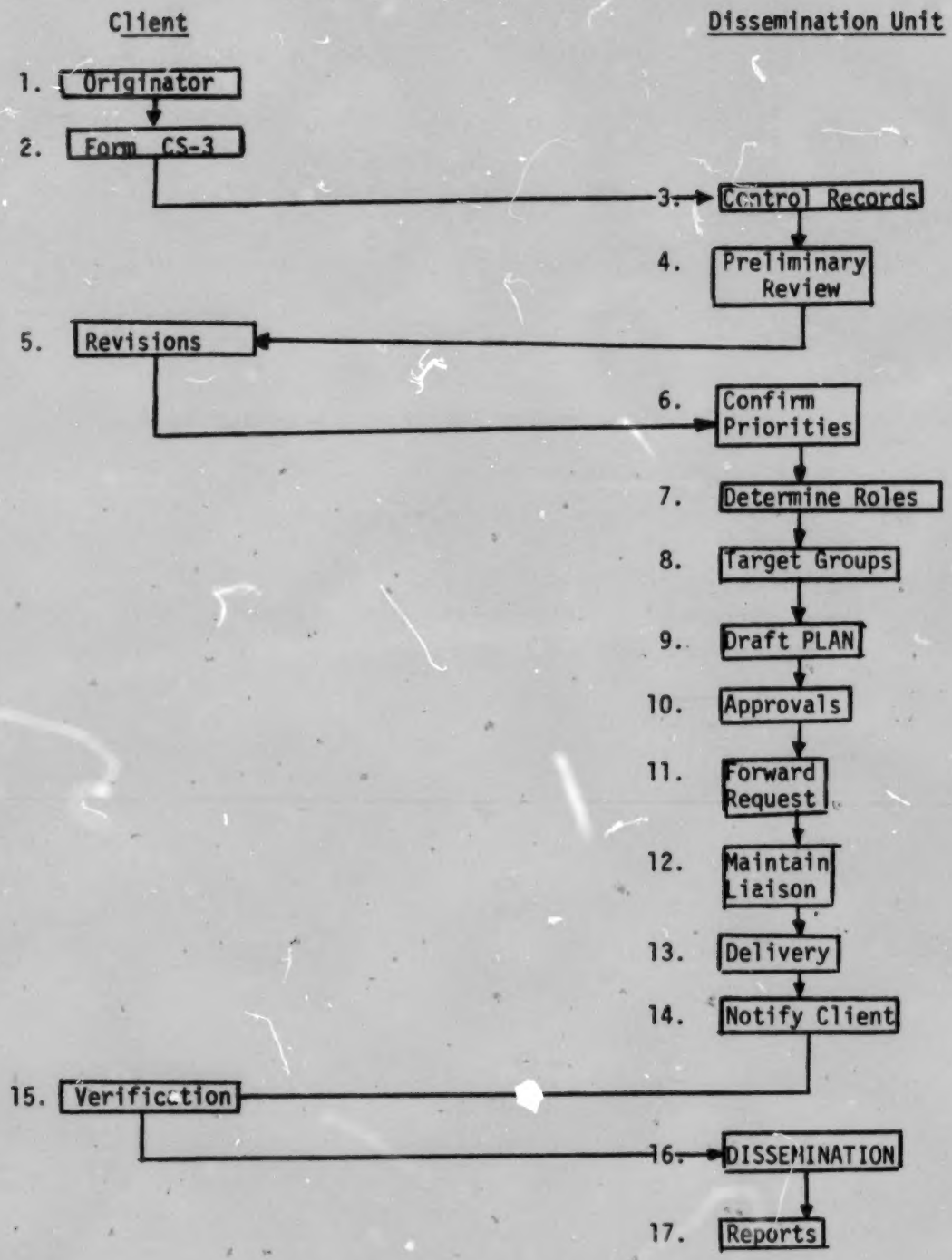
CHAPTER 3

REQUESTING PUBLICATION OF EDUCATIONAL MATERIAL

Any member of the Division Staff may originate a request for publication. Publications may vary in size from a one page memorandum to a book. CS-3 forms are used throughout the Department and are intended to go to the Duplicating Services Section of the Department. When any requirement for printing on a large scale is to go outside of the Department, the Dissemination Unit will prepare all forms based on specific CS-3 specifications supplied by the originator. The following model (Figure 1) illustrates the publication request process and each step is explained in detail.

Figure 1

REQUESTS FOR PUBLICATION



REQUESTS FOR PUBLICATION

1. The system of processing divisional publications is intended to assure the highest possible quality of educational materials for vocational educators. Requests for publication may originate with any member of the divisional staff. Such requests should be placed on Form CS-3 and delivered to the requesting bureau chief with one camera-ready copy of the material to be published.

2. The CS-3 constitutes the method for approval and authorization for printing.

   2.1 Upon acceptance and approval, through procedures established by the bureau chief, original material with the Form CS-3 will be sent directly to the Dissemination Unit, Bureau of Vocational Research, Dissemination and Evaluation for further review and prompt processing.

   2.2 The appropriateness of a product shall be determined by the Division Director. If any proposal fails to attain the desired quality for production or should be challenged as to effectiveness in meeting desired objectives, this question must be returned to the appropriate bureau chief for review and corrective action. Should there be disagreement among the members of the staff, the question shall be presented in writing to the Assistant Division Director for necessary resolution. Any request approved by the Assistant Division Director or the Division Director shall be promptly carried out.

3. Dissemination Unit will receive material approved by the Bureau Chief. Appropriate signature at indicated line of Form CS-3 is indication of

approval and date shown on indicated line establishes priority. Control records will indicate probable location of each request in current processing.

4. Dissemination Unit initiates review for completeness and with conformance to current policies.

4.1 Requirements shown on Form CS-3 must be complete.

4.2 Guidelines in DOE manual for publication must be followed.

4.3 Conformity to regulations of DOE Publications Board shall be met.

4.4 Special consideration identified by Division Director shall be reviewed for completeness.

5. Any descrepancies found by the Dissemination unit in the preliminary review will be identified and promptly brought to the attention of the originator. Joint action to correct or improve the quality or correctness of the material will be led by the Dissemination Unit. Any corrections must be acceptable to the originator or resolved as in paragraph 2.2

6. Each request shall be compared with current Division constraints from both the program and financial priorities.

6.1 Verify program identification.

6.2 Verify budgetary adequacy.

6.3 Priority controls set by Division Director.

7. As a production expeditor the Dissemination Unit must have a clear perception of the product and its objectives. Alternatives for publication will consider time and quality factors in developing alternative solutions for production.

7.1 Client role with product.

7.2 Dissemination responsibilities.

7.3 The advocates role.

7.4 Identification of Developer.

7.5 Review needs assessment.

7.6 Assessment of objectives.

8. The analysis of the target population must be accomplished by the joint efforts of the Dissemination/Diffusion Section and the client to determine likely avenues for success in implementing and maintaining the product. The first consideration is to correctly establish the total population to be reached and, secondly, begin development of the plan of action to reach that group. An attitude of clear, frank discussion is necessary for accomplishment of such a mission.

9. Draft Dissemination Plan with Client.

9.1 Describe objectives

9.2 List cost factors

9.3 Refine Population Groups

9.4 Describe Advocates position

9.5 Select appropriate tactics

9.6 Provide impact assessment

9.7 Plan for production and distribution

9.8 Arrange for warehousing

9.9 Agreement for reporting

10. Obtain Final Approvals. The Dissemination Unit is responsible for coordination within the divisional staff to present an approved recommendation to the chief, Bureau of Vocational Research, Dissemination and Evaluation. Upon attainment of this approval, forms and manuscripts are prepared by the Dissemination Unit and forwarded to the Department of

Education Board of Publication. Until the project is acceptable to the Board, the Dissemination Unit will be responsible for executing actions to meet any requirement for improving and compliance.

11. Forward to Printer. When the manuscript is finally approved for release to the printer, the Dissemination Unit will be notified by the Board of Publication. The Unit will maintain liaison with the selected printer and arrange for receipt of the delivered number of copies requested for division release.

12. Maintain Liaison. To maintain liaison with the printer, the Dissemination Unit will be the point of contact for all divisional requests for publication. The originator should be advised by the Unit of the status of the request at any time, and especially when there is a change in status. Final arrangements for receipt and storage of the publication will be made by the Dissemination Unit with the printer and/or delivery company. This change in status will be promptly reported to the Originator.

13. Receive Product, Verify Quantity. Generally, publications will arrive from the printer in sealed boxes. These boxes will be protected by the Dissemination Unit against all interference. Quantities will be verified and methods for control of the material will be imposed promptly. Sufficient copies must be available to complete the Dissemination Plan. Any additional copies will be under the control of the Dissemination Unit and maintained in the Resource Center.

14. Notify Client. Upon receipt of the publication from the printer, the Dissemination Unit will notify the Originator. The Dissemination Unit will review the planning for distribution and verify quantities of

the publication received. A meeting will be arranged to further refine the Dissemination Plan.

15. Verify Target Population. The Dissemination Unit and the Originator will review the Dissemination Plan with specific attention given to the refinement of the designated Target Population. The objectives of the publication will be reconsidered in an effort to reach each segment of the initial target. Final distribution lists may be constructed.

16. Completion of the Dissemination Plan. A review of the final Dissemination Plan is executed to carry out distribution in accordance with established roles. Distribution is made according to Plan. The Dissemination Unit is responsible to see that each copy is properly distributed. Records will be developed which will verify distribution.

17. Records and Reports. Facts and figures will be collected during the dissemination of each publication for use in compiling information for needed accountability. Records will be maintained by the Dissemination Unit. Appropriate reports will be compiled and distributed in accordance with established Bureau policy.

These activities of the Dissemination Unit serve to expedite the production of educational materials. The selected product will be packaged and made available for delivery in close cooperation with the originator and the program consultants.

Educational products available through the Division of Vocational Education to Florida's vocational educators are acquired usually through one of four methods: 1) purchased with Division funds; 2) donated by other educational agencies; 3) designed and developed by an agency under contract with the Division; or 4) produced by projects funded by the Division. Each product is controlled by an index and inventory procedure The material is retrieved, packaged or re-packaged, and distributed upon request or through a selected dissemination plan. Monies collected from sales of products are deposited in the Department of Education's "Educational Media and Technology Trust Fund." Requests for division releases and updated listing of available products should be sent to Robert E. Hancock, Dissemination Specialist, Division of Vocational Education, Department of Education, Knott Building, Tallahassee, Florida 32304. The telephone number is Area Code 904, 488-3860 or Area Code 904, 488-6148.

Requests for assistance from the Dissemination and Diffusion Consultants having regional responsibilities should be made to the Dissemination and Diffusion Section, Division of Vocational Education, J & B Building, Tallahassee (904-488-3860) or to Stan Simpson or George Woodward, Region III and V, or II and IV respectively, or to Joe Barkley for Region I.

CHAPTER 4

THE ACQUISITIONS AND PROCESSING UNIT

The Acquisitions and Processing Unit (APU) is one of several functional units within the Dissemination and Diffusion Section. Since its beginning in April 1976, the APU has been responsible for product acquisition and for the planning, development, implementation and maintenance of an effective and efficient product storage and delivery system which accomodates both selected dissemination and the sale of educational products.

The APU acquires educational products in several ways. Many of the products are developed and produced within the Department of Education and copies are given to the Division of Vocational Education (DVE) for distribution and/or storage. Some of the products are developed and produced within the DVE itself. Other products are developed and produced by educational agencies and institutions under contract with the DVE. Then, there are materials which are products of workshops, seminars, shorts courses, investigative studies, surveys, etc., funded by the DVE. With few exceptions, all of these products are delivered to the APU for storage and distribution.

In addition to the above product sources, there are others not directly connected with public education in Florida. These include Federal educational agencies, state educational agencies, non-tax supported educational agencies and institutions, and privately-funded

foundations. Many of these sources provide free multiple copies of various products.

Another source, which is not tapped very often by the DVE, is the commercial product market. These items are usually too costly for the DVE to purchase for distribution to public educators. Purchased items are for the most part, utilized by DVE staff and when requested, loaned to responsible persons. Over 100 different products are housed in the Dissemination and Diffusion Section. The total number of copies of the various products exceeds 100,000. And the value of these materials is in excess of $300,000.

Services provided by the APU should not be viewed as similar to those of an information service center (ISC). The majority of ISCs invite requests relating to specific administrative or instructional concerns. A search is then made of available resources, including local, state and national data banks, and frequently, the request is referred to identified human resources. Once the search is completed and the retrieved materials are reviewed and screened, an information package is prepared and forwarded to the requestor. The package may contain materials in various formats, such as printed items (books, periodicals, studies, position papers, abstracts, resumes, etc.), microfilm (filmstrips, microfiche, slides, motion picture film, etc.), audio tapes, video tape, etc. Many information centers charge for their services but a number of them respond without cost to the requestor.

As a supportive unit in the Dissemination and Diffusion Section, the APU's services are free to Florida public educators. Single copies of most products available through the APU can be obtained by Florida public

educators without cost. A free listing of the products is available from the APU on request.

There are a number of products, however, for which there is a charge. The unit costs and postage costs are listed in the DVE publications bullentin. Costs of the various products can be obtained upon request, by mail or by telephone. All funds collected are deposited, as required by law, in a special Department of Education "Educational Media and Technology Trust Fund."

The APU occasionally receives requests for products which it cannot fill. In these instances, the requests are usually referred to sources within the Department or to other identified sources, such as the Career Education Center; Florida State University; the Florida VIEW Project; a state university; the State of Florida Library, Tallahassee; out-of-state educational agencies and institutions; and identified human resources.

Major tasks performed by the APU are listed below:

1. Acquisition
2. Receiving
3. Indexing
4. Inventory
5. Storage
6. Request response
7. Retrieval
8. Invoicing/Collection
9. Packaging/Repackaging
10. Dissemination
11. Evaluation

Items 1 - 5 are directly related to infusing products into the resources collection. The other items are concerned with the remaining steps of the process. Figure 2 provides an overview of the total plan of action required by the APU in responding to a request for educational materials. A detailed explanation of the flowchart is available on request from the APU for those who are interested.

This chapter has described the plan of action developed and implemented by the Dissemination and Diffusion Section to insure that requests are handled in the most efficient, effective and economical manner.

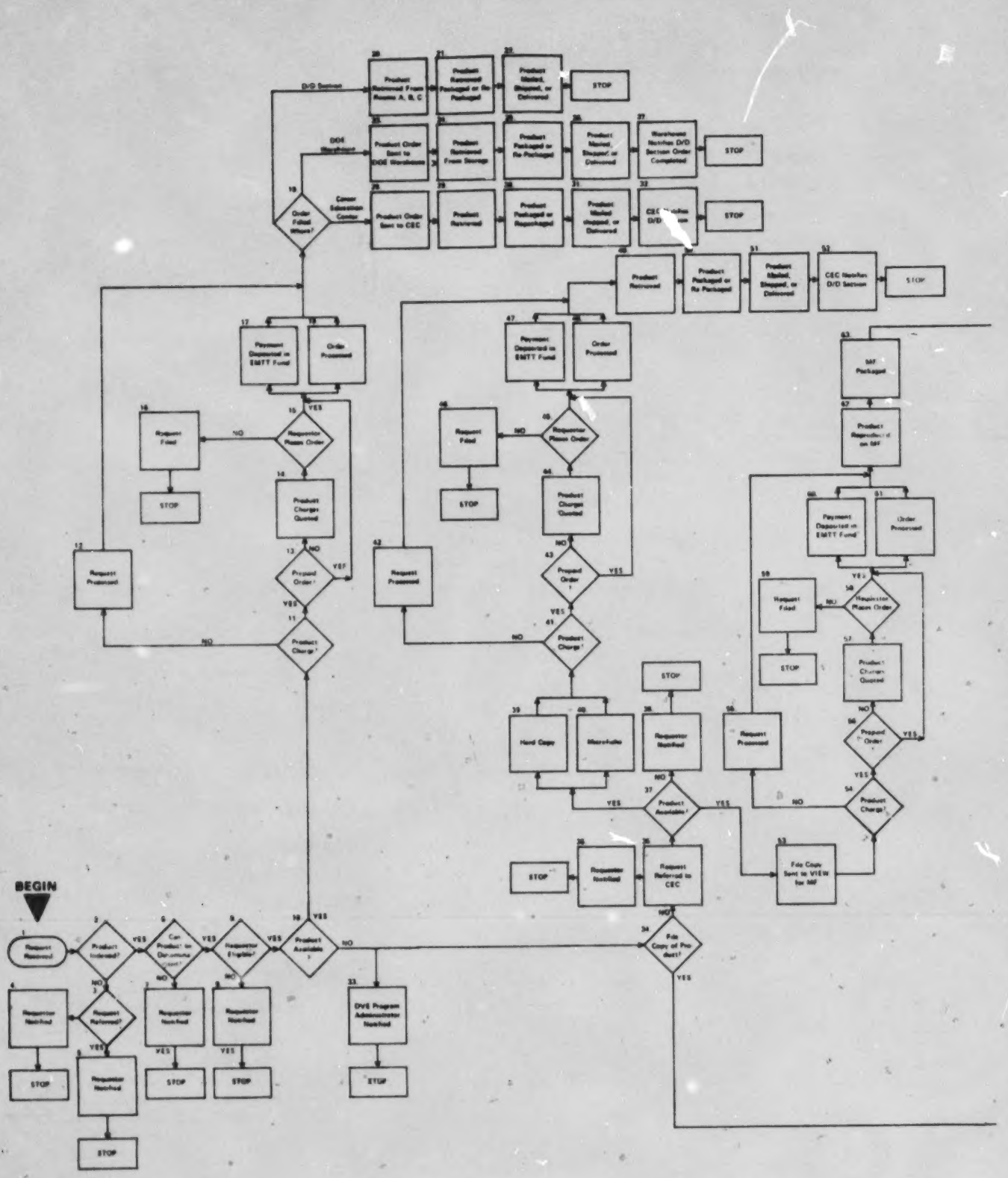
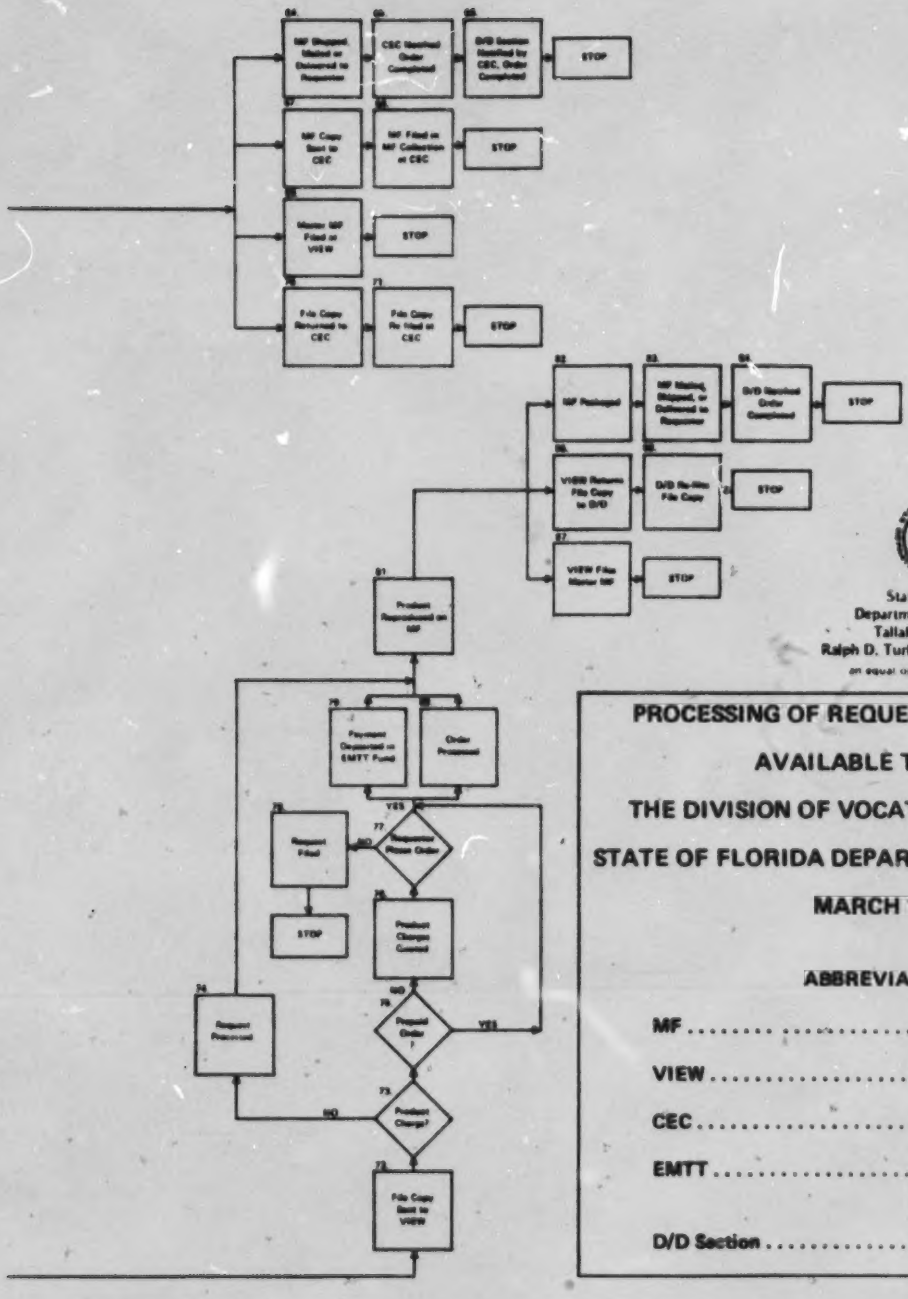

BEGIN
STOP
YES
NO

FIGURE 2



State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
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PROCESSING OF REQUESTS FOR PRODUCTS AVAILABLE THROUGH THE DIVISION OF VOCATIONAL EDUCATION STATE OF FLORIDA DEPARTMENT OF EDUCATION MARCH 1977

ABBREVIATIONS

MF	Microfiche
VIEW	Florida VIEW Program
CEC	Career Education Center
EMTT	Educational Media and Technology Trust Fund
D/D Section	Dissemination/Diffusion Section

CHAPTER 5

THE DIFFUSION UNIT

The diffusion concept in the Division of Vocational Education is based on the following premises of the change process:

1. Change in vocational education may be initiated from inside or from outside the system.
2. In general, change initiated from outside a system is not based upon assessed needs.
3. Change initiated from inside and outside a system should be based upon assessed needs.
4. Many persons view change as a threat to their status.
5. Threat to status can be reduced through planned programs of inservice development designed to clarify values and develop additional competencies needed to work effectively in the change process.
6. Change in a system occurs over time as people move through a process involving the components of: awareness, interest, trial, evaluation, acceptance or rejection, implementation, evaluation and revision based upon results of evaluations.

The diffusion process addresses itself to the aforementioned levels as a method for moving people through the change process.

For all new products, the target population must first go through the awareness level. This is accomplished through brochures, profes-

sional journal articles, memos, professional meetings. etc.

Hopefully, a dynamic effort at the awareness level will promote interest among a large part of the target population. The interest level might also be enhanced through workshops where participants view the product and have an opportunity for "hand-on" experience. Another strategy at the interest level might be demonstration classrooms.

Sufficient exposure at the interest level should move the target population to the trial level. At this level, the target population should be interested in the installation of the product on a limited basis.

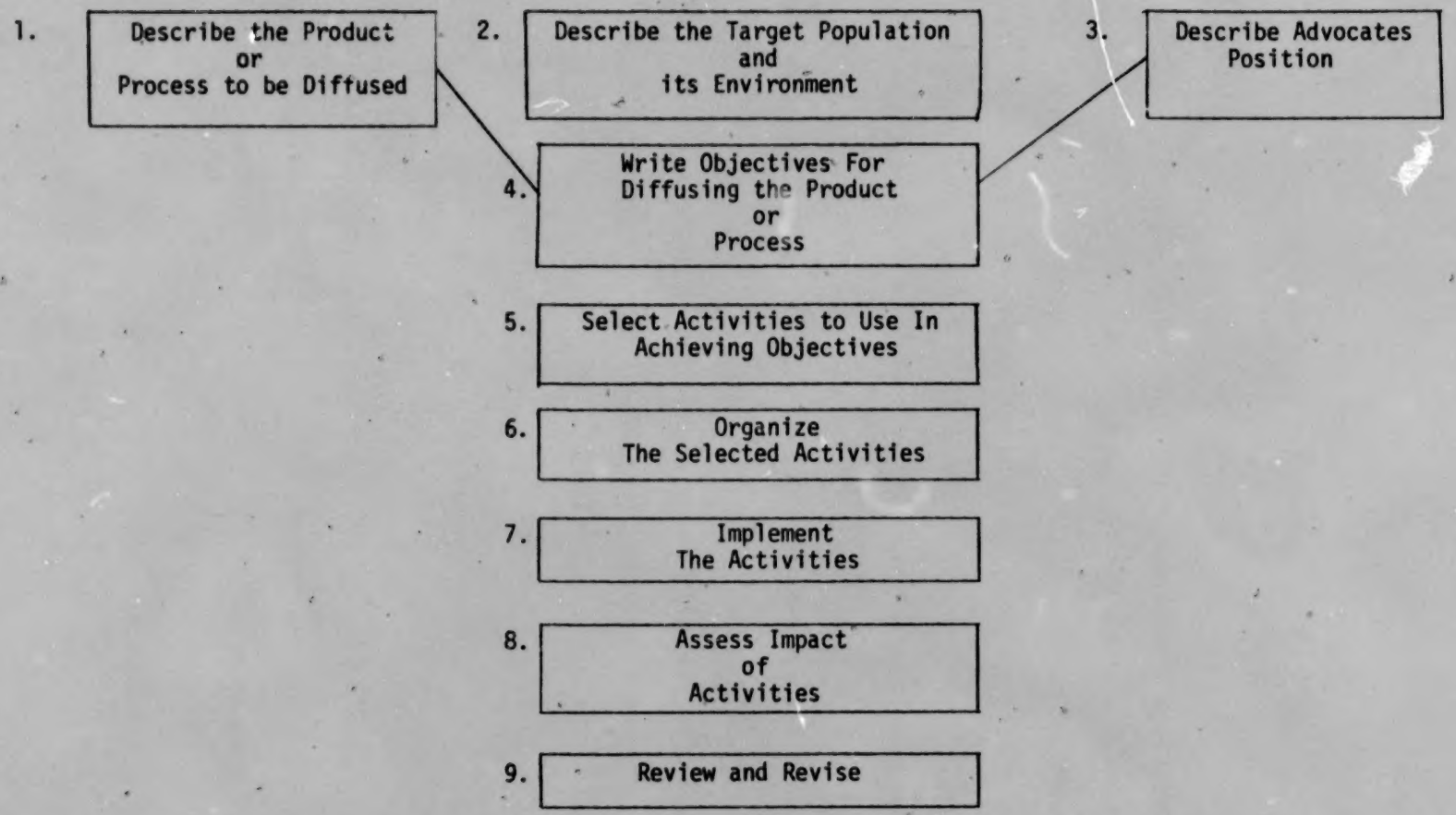
Once the product on process has been tried on a limited basis, the client conducts an evaluation. Based on the results of this evaluation, the client either accepts or rejects the product.

If the client accepts the product or process, the implementation level is reached and full product installation can be planned at this point.

Once the appropriate level is determined for the selected target population, a diffusion plan is developed. The following model (figure 3) illustrates the diffusion process and each step is explained in detail:

FIGURE 3

DIFFUSION MODEL



Description of the Diffusion Model

1. **Describe the Product or Process to be Diffused**

At this stage the product or process to be diffused is described. The description includes consideration of: (1) the benefits to the student, educator and public; (2) Human and fiscal costs; some determinations in the cost catagory are: (a) determine additional financial sources for unexpected cost over-run, (b) estimate the actual cost in dollars, time and personnel to implement, (c) determine whether teachers have to be paid for released time, (d) determine whether student have to be paid for participating, (e) determine the actual dollar figures that are needed to gain teacher and student support, (f) determine whether teachers and students have to be paid hourly or by output, (g) determine the amount of community financial resources that may be available, (h) develop a budgeting system; (3) the reorganization of staff or an existing process or system.

2. **Describe the Target Population and its Environment**

Describe the target population at the following levels:

a. State Level

b. Regional Level

c. District Level

d. School Level

e. Community Level

Describe the target population in the following elements of the school environment:

a. Organizational arrangments

(1) Centralization

(2) Decentralization

b. Factors influencing school organizational structures:

(1) Complexity:

Autonomous Departments of Discipline (Curriculum)

Autonomous Management

Autonomous Testing, etc., or

Centralized decision making

(2) Standardization of:

Textbooks

Administrative Guidelines

Lesson Plans - Rigid Adherence to Routine School Procedure

(3) Homogeneity/Heterogeneity of staff in terms of:

Race, Philosophy

Profession, Preparation

(4) School Resources:

Equipment

Supplies

Materials

Facilities

Scheduling Arrangements

Reference Materials

(5) Community Description

Rural

Urban

Suburban

Other

(6) Community Population:

Below 10,000

10,000 - 25,000

25,000 - 50,000

50,000 - 100,000

100,000 - 500,000

500,000 - 1,000,000

Over 1,000,000

3. **Describe Advocates Position**

The product advocate is asked to examine himself/herself in the light of factors which may influence their ability to promote the installation of the product or process. The following questions should be answered:

1. Do you know of evidence substantiating claims or benefits made for the product or process?
2. Do you know the component parts of the product or process being advocated?
3. Have you been involved in the development of the product or process?
4. Can you be objective about the product or process?
5. Do you have hand-outs describing the product/process?
6. Are you knowledgeable about the subject area with which the product or process deals?

7. Are you familiar with the community?
8. Are you active in community affairs?
9. Are you accepted in the community?
10. Do you have tenure?
11. Have you had diverse work experience?
12. Are you accepted by your immediate supervisors?
13. Are you viewed as a consultant?
14. Are you generally supported by administrators in your organization?

The advocate should strive to become familiar with the product which is being installed. The ability to cite evidence of a product's past successes in similar locations can impress a client group. Unless the advocate truly believes in the product, it is more difficult for the clients to accept the product.

The advocates role is truly of a marginal nature; that is, he or she must maintain respectability in at least two camps: (1) product developers must have sufficient confidence in the advocate to share information concerning problems in its development, and (2) the ultimate users must feel the advocate can understand and empathize with their position. The advocate is a link between the product developer and the product user. This role sometimes requires the translation of technical information about the product into more practical terms. The advocate will have to make some operational decisions in installing the product at the practitioner level. This is one reason a thorough knowledge of the product will be extremely useful to the Advocate. An advocate should expect to receive "mixed signals" from the two audiences. He or she should strive to mediate compromises which enhance the value of the product.

4. Write Objectives for Diffusing the Product or Process

Once the diffusion strategy is decided, objectives are developed. The following are examples of diffusion tactics:

1. Endorsing the innovation through local professional organizations
2. Finance with Federal/State Dollars
3. Demonstrations
4. Workshops
5. Pilot Tests
6. Conferences
7. Public Meetings
8. Endorsements by highly credible persons
9. Mass Media Communication
10. Consultation
11. Legislative Mandates
12. Leadership Change
13. Role Playing - Simulation
14. Giving recognition or some reward for persons trying the product or process advocated
15. Compromise - Bargaining
16. Brainstorming
17. Training - Retraining
18. Collaborative Inquiry - Problem Solving
19. Asking potential users to review or critique the product or process
20. Small group/large group evaluations

21. One-to-one counseling

22. Competition

5. **Select Activities to Use in Achieving Objectives**

The following are alternatives tools and activities that can be used to accomplish objectives.

1. Brochure: Provides a short description of the services provided as well as their distinctive qualities.
2. Catalog: Provides detailed description of the goals, programs and procedures.
3. Student Catalog: Helps students make transition to program easily.
4. Topic Flyers: Short brochures providing information on specific topics relating to the program.
5. Model Classroom: A model of classroom or facility used to illustrate particular distinctive features.
6. Site Sign: Sign on facility site indicating one or more distinctive qualities of the program.
7. Yellow Pages: Promotional material in the telephone book. Needs to attract attention as well as communicate one or more distinctive qualities of the program.
8. News Releases: Both releases and activities that will attract media coverage. They should focus on those aspects of the program that are distinctive.
9. Bumper Stickers: Bumper stickers with a prime message that is a non-controversial formulation of some aspect of the program.

The bumper stickers should have program name placed on them in a relatively inconspicuous way.

10. Radio and TV Advertising: Makes people aware of program's existence, distinctive qualities, and ways to get further information.

11. Newspaper or Magazine Advertising: Essentially same function, perhaps different audience.

12. Advisory Board: Group of parents, students and knowledgeable people to provide guidance on program development as well as serve as a vehicle for communicating to the community.

13. Community Meeting: Possible basis for inception of the advisory board. Meeting prior to opening of the program with community members to get an idea of their concerns and major interests.

14. Conference: A conference with speakers on various aspects of education relevant to the program's distinctive qualities. This is likely to be newsworthy. It can also be used as vehicle to co-opt significant local figures.

15. Community Presentations: Presentation to community groups, Jaycees, etc., presenting the basic ideas of the program. Where people do not have relevant experiences, a simulation can be used.

16. Community Survey: A mail survey based on a needs assessment format designed to provide information on community attitudes, introduce program to the community, and provide results which may be useable for media coverage.

17. Facility: Building should convey the impression of a quality program. Depending on the circumstances, it might be distinctive itself.

18. Program Operation: In the long run, the qualities of the operation will be the prime determinent of success. One danger is the possibility of foul-ups during the opening. Should over-prepare and over-staff, but not over-promise.

19. Direct Mail: Mail material to select audiences.

20. Classes: Sponsor short classes for community members on subjects that are related to the program which might be of use to them.

21. Person-to-Person: This is very effective, and should be encouraged.

6. **Organize Selected Activities**

All activities must be timed and sequenced. This includes some of the following actions:

1. Collect and analyse information about targeted audience--learning styles, etc.
2. Develop PERT charts for each target group
3. Develop time lines and graphs
4. Control - Evaluate
5. Remain flexible and recognize problems

7. **Implement the Activities**

As the diffusion process moves into the implementation phase, the following cautions should be attended:

1. Proceed cautiously
2. Be flexible
3. Maintain your style of interaction
4. Be alert to reactions, problems, successes
5. Constantly revise, based on current information

8. **Determine Impact of Activities**

The following are considered in the development of an impact assessment.

1. Develop and use discrepancy system for the activities.
2. Collect information about the status of the activities.
   - Evaluation status against the plans developed - infer discrepancy for each element of the activities planned:
     Human - Material - Time - Fiscal - Facility
   - Critical Incident reports are useful
   - Technical reports are useful
   - Interim reports are useful
   - On-site visits - Talk to persons involved
     - Identify resistance behavior
     - Identify acceptance behavior

9. **Review and Revise**

Revision of the process is based upon evaluation data. This process is engaged in at each level of diffusion (i.e., awareness, interest, trial, etc.).

The preceding diffusion process is not developed in isolation. It is developed in cooperation with appropriate Division personnel and others.

The following section identifies alternative strategies that can be utilized by Division staff in the cooperative development of an effective and efficient diffusion plan.

CHAPTER 6

STRATEGIES FOR DIFFUSION

There is an almost endless variety of strategies and tactics that can be used for the diffusion and dissemination of educational products, processes and procedures. Although some major types of strategies can be delineated, new strategies can be evoked by the combination of activities taken from two or more of these. This chapter, therefore, will simply outline, in general form, a few major categories of strategies which may be selected and employed. Advantages, disadvantages, limitations, constraints and items of cost for each strategy are mentioned.

It should be noted that it may be advisable to use different strategies in different geographical areas. Considerations which will suggest this are: size of target group in the various areas; geographical distribution of target group within the various areas; degree of knowledge and sophistication of target group in various areas; type and quantity of local resources available in different areas (money, personnel, equipment, facilities); urgency and time limitations or deadlines; local school board or teacher organization regulations; local administrative and teacher attitudes; attitudes, preferences and competencies of the Division of Vocational Education regional administrators and subject matter consultants' and others.

One of the most common and effective means of diffusing and disseminating educational products and materials is through workshops.

There are several types of workshops and each type is discussed individually in order to illuminate its particular advantages and limitations. There are certain things, however, which should be noted as being common to all workshops. Generally, workshops are expensive because of the expenditure of time, money and human resources necessary to conduct them. Workshops should be considered primarily when the need for a face-to-face meeting between a qualified expert or experts and the target group or population is necessary.

Prior to conducting a workshop, it is advisable to provide the target group members with some background information on the subject of the workshop. This will enable them to prepare themselves in advance and be in a receptive frame of mind when they attend. Flyers, memos, or other such awareness activities can be used to accomplish this. It is also necessary to inform the target group and their supervisors (district superintendents, community college presidents, local vocational education directors, deans, etc.) of the time, place, and subject of the workshop far enough in advance so that plans can be made for attendance. This notice should be given at least 30-60 days prior to the workshop.

There are always some members of a target group who will be unable to attend workshops due to schedule conflicts, health, lack of travel funds, or other such reasons. There will also be a few who will join the target population after the workshop is concluded (i.e., new teachers and/or administrators). The diffusion and dissemination of the educational product to these personnel can be handled on an individual basis by either the Regional Subject Matter Consultant, the Regional director, the Regional

Dissemination and Diffusion Consultant, or one of the local district or college representatives who attended the workshop. Selection of the individual who will perform this activity should be made on the basis of the purpose and content of the product.

Finally, if feasible, it would be advisable economically to diffuse and disseminate several educational products at the same workshop if the same or overlapping target groups are involved. This avoids the necessity for calling frequent meetings that cost the districts and colleges travel funds and personnel time that they can ill afford and which will cause irritation on the part of the administrators.

Nine strategies for diffusion are presented in this section as alternatives. This list is not intended to be all inclusive but representative of successful strategies.

Alternative #1 - Single Statewide Workshop

A single statewide workshop can be held to provide the opportunity for the developer/producer or other eminent authorities to diffuse and disseminate the educational product to the entire target group at one time. This technique can be used if:

1. The target group is relatively small,
2. The majority of the target group is located in one limited geographical area, or
3. The target group has already been assembled in one location for another purpose (e.g., the Annual August Vocational Education Conference).

The state wide workshop has the advantage of permitting the developer/producer and/or other exceptionally qualified personnel to reach the entire

target population with a minimum of time and effort. It enables these experts to distribute the product, explain its purpose, demonstrate its use, answer any questions clarifying its content or use, and obtain immediate feedback regarding apparent inadequacies and suggestions for improvement. It also has the advantage of providing immediate diffusion and dissemination to all members of the target group simultaneously. This alternative has the disadvantage that, unless the group is otherwise assembled, it requires more time and expense for target group members. It may require some to travel long distances, involving greater expense and the spending of one or more nights at the workshop site.

Costs for transportation, per diem and honoraria for those conducting or participating in the workshop are at a minimum. Cost for attendees can include extensive transportation and per diem for one or more nights at the workshop location. Depending upon the workshop site, materials would either require no shipping or could be shipped in one bulk quantity to the site. Since this type of workshop would generally be used for personnel other than teachers, there should be little requirement for hiring of substitute teachers.

Alternative #2 - Regional Workshops

A series of five regional workshops can be conducted by the producer/developer or other qualified individuals to diffuse and disseminate an educational product to teachers and other target group members in each region.

This technique can be employed if:

1. The target group is too large and too geographically scattered to be handled in a single, statewide workshop.

2. The target group in each region is small enough to be handled in a single regional workshop.

This provides the opportunity for the product source to meet directly with target group members to distribute the product, explain its purpose and use, answer questions and elaborate on the product and its application, demonstrate its application and obtain immediate feedback with regard to product inadequacies, special problems in its application, etc. It also assures that the product can be diffused and disseminated in a relatively short time span to the entire target population. The disadvantages are that many members of the target group would have to travel at least 50 - 70 miles each way in order to attend. This would require that many of them leave at a very early hour and return home late (some of the Southeast Florida teachers unions forbid this sort of thing).

Costs for the regional workshops would include travel and per diem for the workshop leader(s) plus possible honoraria for several days. Materials would normally have to shipped from the source to each of the workshop locations. Costs to the districts and colleges would include travel and expenses (lunch) for the participants and the hiring or substitute teachers. The average rates for these seem to be about $25 - $30 per day for secondary teachers and $30 per day for community college teachers.

Alternative #3 - Hierarchy of Workshops

A single, statewide workshop can be used to provide an opportunity for the developer/producer or other authority to train a group of change agents in the diffusion and dissemination techniques for a particular product. The change agents may be the Regional Consultants, selected

local administrators, exceptionally qualified teachers, teacher educators, Teacher Center Directors, or a combination of these. The change agents will acquire the capability for conducting subsequent workshops in various areas of the state for the target population. These workshops can then be conducted by the change agents on a regional basis or for individual districts or a combination of districts. This alternative would be used where the target population is large and is geographically distributed over a large part of the state.

The advantage of this alternative is that the workshop is brought to the members of target groups at a place and time that is convenient to them. It eliminates extensive travel by large numbers of people, and district workshops can be held on inservice days or at other times when teachers can be made available without the hiring of substitutes. A major disadvantage is that the ultimate users of the product never have the opportunity to work directly with the developer/producer or other authority. It also places an additional work load on the Regional Consultant or other change agent. The diffusion and dissemination process is also considerably lengthened with regard to time.

Costs are reduced, especially if a large target population is involved. Costs for travel, per diem, and honoraria for the developer/producer(s) are on a one time basis. There will be the travel expense and per diem costs for bringing the change agents to the statewide workshop site and for them to travel locally to the sites at which they will conduct the local or district workshops. Materials can be shipped directly to the site of the local workshops or to the regional offices where they can be picked up and transported to the workshop sites by the change agent.

Alternative #4 - Summer Workshops

Diffusion and dissemination of specific educational products can be accomplished during summer workshops conducted by teacher educators for the purpose of developing curriculum materials. Examples of this might be the diffusion and dissemination of catalogs of performance objectives or of materials pertaining to the techniques of individualization of instruction during a summer workshop being conducted for the purpose of developing the instructional materials necessary to implement these products. The developer/producer or other authority (including the teacher educator) could present the product at the beginning of the summer workshop and assist in its integration into the subsequent curriculum development. It would have the advantage of more nearly assuring its institutionalization than almost any other technique. The disadvantage is that only a very limited part of the target population would be reached until the overall output of the summer workshop was diffused and disseminated.

Costs involved would include the travel and per diem expenses for the developer/producer to the location of the summer workshop (and for as long as he participated in leadership of the workshop) and honorarium. Materials would be transported by the developer/producer or shipped directly to the workshop site.

Alternative #5 - Demonstration or Pilot Programs

Demonstration or pilot programs employing a new educational product, process or procedure can be a very effective means for diffusing or disseminating an innovation. One or several programs can be started in locations where there is a receptive environment and a competent, innovative person to initiate the program. Once the program is in operation

and has shown definite indications of success, administrators and teachers from other institutions can visit the program, obtain copies of written and audio-visual materials used, facilities and equipment lists and specifications, and consultative services necessary to duplicate the program in their institutions.

This alternative can be used where the innovation is an entire new program or concept or is in some other way a major change. It requires a long time span and further diffusion and dissemination through additional visits and consultative service is an expensive process. It can be extremely effective, however, because the adopters have the opportunity to see the product, process, or procedure in actual operation, can judge its success, and can obtain all necessary information and assistance in implementing it.

Costs for the demonstration or pilot program alternative are generally high. Since it will normally be used only for a major innovation, it will generally involve supporting the demonstration program for from one to three years, providing equipment and consultative services, and, perhaps, a facility. Cost to districts and colleges would involve the time and travel of target group members to visit the program. Since such visits can generally be scheduled at the convenience of the target group member, hiring of substitute teachers should not be necessary.

Alternative #6 - Slide/Tape

A coordinated slide/tape presentation can be used to diffuse and disseminate many educational products. The slides should show how the product is operated and/or applied while verbal explanation is provided by the tape. This technique can be used particularly well when the target

group members are generally familiar with the concept or information contained in the product and are aware of its purpose and application.

The slide/tape presentation should be produced in sufficient quantities that it is feasible to mail it, along with a copy of the product, to target group members. The presentation should be returned by the member within one week in order for it to be circulated to additional members. It can be used on an individual basis at the convenience of the target group member or in a small, local group. The circulation of the presentation can be handled from a central location (e.g., the Career Education Center, the Diffusion and Dissemination Section) or from the regional office by the subject matter or D&D consultant. The use of this technique assumes that all target group members will have access to tape players and slide projectors, but this is not usually a problem.

There are certain disadvantages to this alternative. It assumes a general familiarity on the part of the target population with the purpose and subject matter of the educational product. There is no opportunity for further explanation and the answering of specific questions regarding its use or application. The opportunity for immediate feedback and dialogue between the developer/producer and the user is eliminated. A lengthened time frame for completion of the diffusion and dissemination effort is required, since only a limited number of sets of presentation materials can be made. And, finally, there is no way of assuring that all members of the target population will conscientiously go through the presentation and make the effort to understand and apply the product.

Costs involved in the selection of this alternative include: preparation of the script, making of the tape and slides, reproduction of the tape

and slides in sufficient quantity to enable placing them in the hands of the target group members in a timely fashion, and mailing the product and presentation materials to the individual target group members.

Alternative #7 - Video Tape

Video tape can be used as a vehicle for the diffusion and dissemination of educational products. A tape of the presentation can be made by the developer/producer or other expert explaining the purpose, content and use of the product, reproduced in sufficient quantity to circulate to districts and/or institutions, and made available to them. Most districts and many schools have access to educational television networks and can take advantage of this technique. The tape can be used by the individual target group member or can be employed by a local administrator as a part of a more comprehensive inservice program or workshop. The application of the technique assumes a general knowledge of the product purpose and application on the part of the target group members in order to be used successfully. It permits the scheduling of the diffusion and dissemination activities within individual districts and institutions at the most convenient times (e.g. inservice days, after class hours, etc.). It can also be made available at later dates to present the information to new target group members.

Disadvantages of using video tape for diffusion and dissemination purposes include the loss of opportunity for clarifying discussion between the expert and the target group members. Access to the necessary equipment to view the tape may not be available to all target group members. Considerable coordination is also required in the loaning of the video tape and the shipment of the educational product being diffused and disseminated.

Costs in the use of the video tape alternative would include: preparation of the script; production of the video tape; reproduction in quantities necessary for loan to districts, colleges, teacher educators, etc.; and shipment of tape and materials to districts, colleges, and/or target group members.

Alternative #8 - Direct Mailing

Direct mailing of an educational product to target group members can be used as the diffusion and dissemination strategy under certain limited conditions. In using this technique, the product, along with any supplementary explanatory or instructional materials would be mailed directly to the individual member. It could be used if either the product and its application were sufficiently simple or self-explanatory as to make a more complex and comprehensive procedure unnecessary or if the target group members were already so familiar with the content and purpose that they required no additional orientation.

The advantage of this method is that is is the most economical strategy to pursue, it is rapid and uniform in its coverage of the target population, it requires no special equipment or scheduling, and new members of the target population can be covered as they join the group.

The disadvantages are that: there is no opportunity for clarifying discussion between the developer/producer and the target group member, some target group members may misinterpret or misunderstand the product or its application, there is a loss of any motivating factor to use the product that a more stimulating technique might have, and, due to this loss of impact, there is less assurance that it will be applied. Cost involved in the direct mailing procedure are limited to the preparation

and reproduction of any supplementary explanatory material and the mailing of the product and the supplementary materials.

Alternative #9 - Teacher Educators

Teacher educators may be used as a limited, but very effective means of diffusing and disseminating new educational products, processes and procedures. They are, by virtue of their very position, cast into the role of change agents. A new innovative educational product, process or procedure can be incorporated into their courses on philosophy of vocational education, instructional techniques and methodology, and curriculum construction and taught to new teacher trainees or those renewing certification. If the innovation is sufficiently important and/or complex, it can become a separate course in itself and the fact that it offers certification credit will make it attractive to members of the target group. This technique is one of the most likely to assure institutionalization of the innovation.

There are certain disadvantages inherent in the use of this technique as the sole method for diffusion and dissemination. It is difficult to assure that all teacher educators from all the teacher training institutions throughout the state will incorporate the product being diffused. This is particularly true of teacher educators in private institutions. It requires a comparatively long time span before a major percentage of the probable target group will have been exposed to the innovation. Many administrators and a portion of other target group members may never take such courses. Finally, the diffusion effort is very unlikely to have any uniformity on a statewide basis.

Costs would include the training of the teacher educators in the new educational procedure, process or product. This may include use of a statewide workshop or a fairly comprehensive mailing campaign to those involved. Dollar costs will depend upon whether all vocational teacher educators are affected or only those from one or two service areas. Generally this technique will not be used when there are large quantities of materials involved, but there may be occasions when some items will need to be shipped to the appropriate universities for distribution to students.

These suggested strategies are intended to prompt planners in tailoring their own learning situations and delivery systems to meet individual requirements. This is not intended to be a list from which a solution should be selected to fit any given situation. However, experience will be gained through their use which will lead to the development of greater effectiveness in the diffusion of educational products.

CHAPTER 7

ROLE OF THE REGIONAL DISSEMINATION AND DIFFUSION CONSULTANT

Each Regional Vocational Education Office has a Dissemination and Diffusion Consultant assigned to it on a part-time basis. Although the consultant is not a member of the Regional Staff, the Dissemination and Diffusion Consultant works closely with the Staff, acting as a planner, consultant, advisor, and support person to the staff members in the diffusion and dissemination of educational products, processes and procedures. The consultant serves as a representative of the Dissemination and Diffusion Section and as a liaison person between the Regional Staff and the Bureau of Research, Dissemination and Evaluation.

The primary mission of the Dissemination and Diffusion Consultant is to provide leadership and technical expertise in the dissemination and diffusion of educational products, processes and procedures to target groups within the geographical area covered by the Regional Committees to which he is assigned. The consultant also provides certain liaison functions between Regional committee members, local educational agencies and teachers, and political subdivisions of education, i.e., divisions of the Department of Education, including The School for the Deaf and the Blind; Public School Districts; Community College Districts; State Universities; Department of Offender Rehabilitation, including the Division of Youth Services; and Federal Correctional Institutions in Florida. The consultant provides these services in accordance with established guidelines.

In pursuit of the primary mission of dissemination and diffusion of educational products, processes and procedures, the Dissemination and Diffusion Consultant:

1. Develops a systematic approach to installing improved vocational education products, practices and procedures.
2. Prepares statewide Dissemination and Diffusion Plans for specific products as assigned by the D&D Section Director. Coordinates this activity with the Occupational Program Director and Regional Program Consultants.
3. Advises, cooperates and coordinates with the program area consultants in the development of regional D&D activities for the dissemination and diffusion of specific products.
4. Monitors the dissemination and diffusion activities implemented by project directors in the Career Education Center and from other sources.
5. Provides technical assistance on request to political subdivisions of education in their local D&D efforts.
6. Develops and maintains liaisons and relationships with key administrators, instructors, change agents, potential advocates, etc., from political subdivision of education within their Region.
7. Develops and maintains liaisons and relationships with teacher educators and other university personnel and with Teacher Education Center Directors within their Region.

The D&D Consultant serves as a resource person to the Regional Committee Staff in the following ways:

1. Stays abreast of state-of-the-art D&D research, techniques a... procedures, and continually up-dates the Regional Committee Staff.
2. Maintains contact with university and Teacher Education Center activities and relays this information to the Regional Program Consultants.
3. Assists Regional Program Consultants in searches for alternative solutions to current problems in vocational education.
4. Assists Regional Program Consultants in planning needs assessments, impact assessments and evaluations pertaining to innovative educational products, processes and procedures.

The D&D Consultant provides liaison functions between the Regional Committee Staff and the Bureau of Research, Dissemination and Evaluation. In order to provide this liaison, the D&D Consultant:

1. Reviews and makes recommendations to the Regional Committee Staff on research funding guide proposals from Districts and community colleges.
2. Keeps the Regional Committee Staff abreast of new educational products, processes and procedures being developed and prepared for dissemination and diffusion.
3. Relays requests for data searches, etc., to the D&D Section Director.
4. Relays requests for specific types of research from the Regional Program Consultants to the Research, Dissemination and Evaluation Bureau Chief.
5. Relays requests for evaluation instruments and assistance from the Regional Program Consultants to the Research, Dissemination

and Evaluation Bureau Chief.

The D&D Consultant performs other tasks and activities as assigned by the D&D Section Director which will benefit the overall performance of the missions assigned to the Section, Bureau and Division. The D&D Consultant:

1. Develops inputs for models, plans, procedures and position papers which define missions, functions tasks and activities and which provide for their implementation.
2. Provides information inputs on projects, assessments (needs, impact), target and user groups, activities and developments within the Region which impinge upon the plans and efforts of the Section, Bureau and Division.
3. Coordinates and serves as a liaison between the Career Education Center and other project developmental agencies, and the Regional Committee along with political subdivisions of education in the Region.

The D&D Consultant provides a channel through which innovative products, processes, procedures and concepts developed by local educators, Regional committee members and other individuals can be brought to the attention of appropriate Division staff members. In order to accomplish this, the D&D Consultant:

1. Relays innovative curriculum materials developed locally to the D&D Section for evaluation, reproduction and dissemination.
2. Relays concepts, suggestions and ideas for improved processes and procedures originated locally to the Research, Dissemination and Evaluation Bureau Chief for further research, development

and/or dissemination.

3. Relays information pertaining to innovative educational products available from outside the Florida educational system to the Research, Dissemination and Evaluation Bureau Chief for evaluation and possible purchase and dissemination.

A review of the responsibilities assigned to the Regional Dissemination and Diffusion Consultant strongly indicates that the position provides for the necessary linkage between the source of educational products and the users of those products. The consultant not only assists in getting the materials to the user, but also aids in planning and implementing training programs to insure proper product utilization. In addition, the consultant serves as a feedback channel from the local level to appropriate Division staff.

CHAPTER 8

DISSEMINATION AND DIFFUSION FOR V-TECS

V-TECS Catalog Dissemination and Diffusion Planning

The Vocational-Technical Education Consortium of States (V-TECS) is a cooperative effort among sixteen states and two agencies to develop validated catalogs of performance objectives, criterion-referenced measures, and performance guides in selected areas of occupational education. Member states include Alabama, Delaware, Florida, Georgia, Pennsylvania, Indiana, Kentucky, Louisiana, Maryland, Michigan, Mississippi, South Carolina, Tennessee, Virginia, West Virginia, and Wisconsin. The two agencies include the U.S. Air Force Air Training Command, represented by the Community College of the Air Force, and the U.S. Naval Education and Training Command. V-TECS is administered by the Southern Association of Colleges and Schools, Commission on Occupational Education Institutions.

Member states of V-TECS conserve money and time and avoid unnecessary duplication of efforts by combining resources and working together for mutual benefit. Uniform procedures and guidelines are used to ensure confidence and promote transportability of products among states. These procedures consist of the following: (1) review of relevant literature; (2) development of an occupational inventory by a domain of job titles; (3) selection of a representative sample of incumbent workers within the state which is developing the catalog; (4) administration of the occupa-

tional inventory to the sample of incumbent workers; (5) computerized analysis of information collected from the sample; (6) conversion of the task statements into a catalog of performance objectives, criterion-referenced measures, and performance guides; (7) comprehensive field review of the catalog; and (8) development of the final catalog.

The dissemination and diffusion of V-TECS catalogs in Florida is a continuing process. It requires regular coordination with the specific staff elements responsible for the content area represented by the individual catalog prior to plan development. This chapter presents the specific actions and sequence for the approval of a D&D plan for a V-TECS catalog (see Figure 4), information on arranging and conducting workshops, and the criterial for selection of target group members and determining printing quantitier for V-TECS catalogs.

EXPLANATION OF FIGURE 4

DEVELOPMENT

I. V-TECS Catalog Identified for Production

A. V-TECS catalog identification is received from V-TECS Staff Coordinator.

B. The Dissemination and Diffusion Section arranges for reproduction of catalog through:

1. Department of Education printing facilities,
2. Career Education Center Visual Productions Section, or
3. Commercial printing company.

Figure 4

V-TECS CATALOG DISSEMINATION/DIFFUSION PLAN - DEVELOPMENT AND IMPLEMENTATION CYCLE

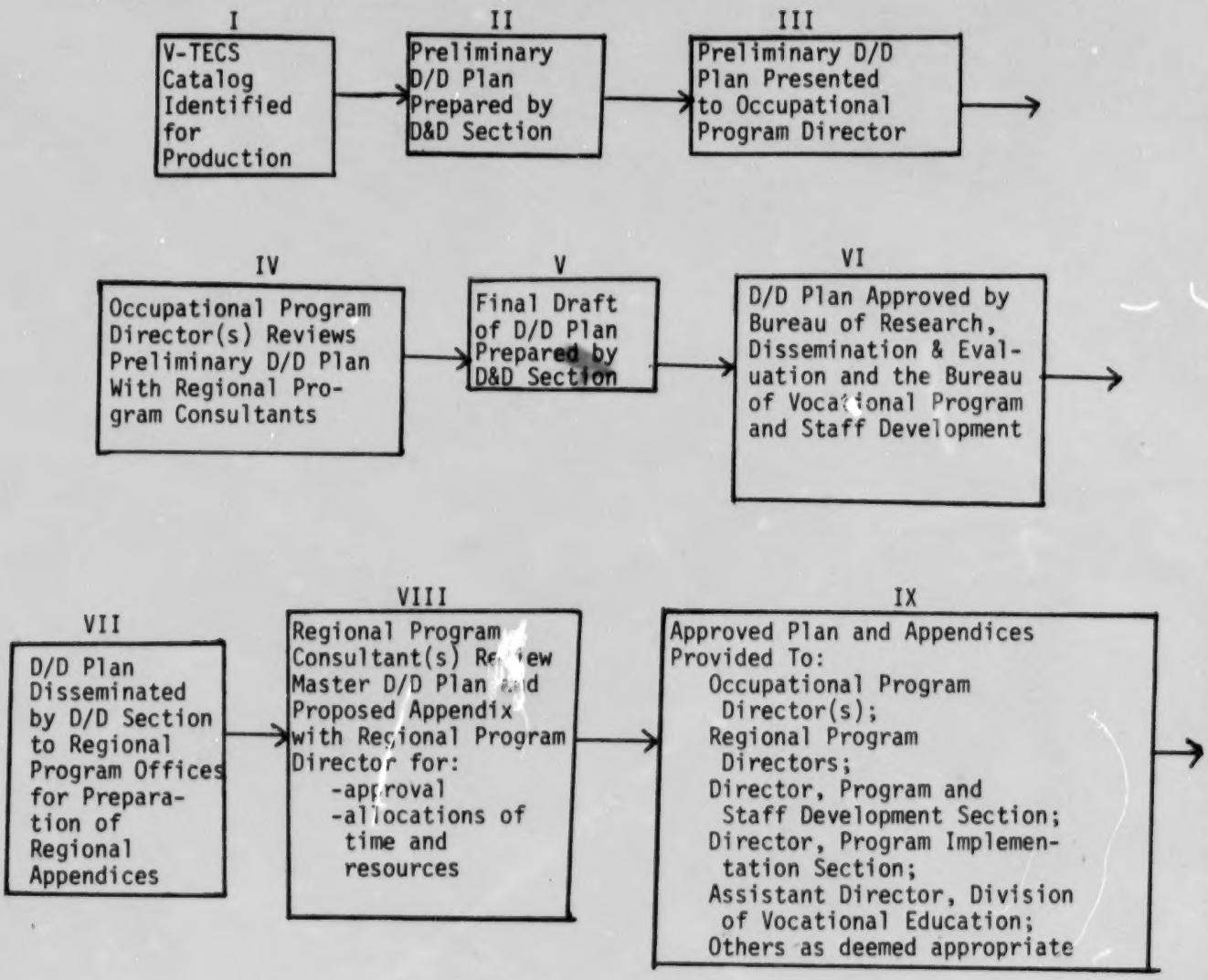
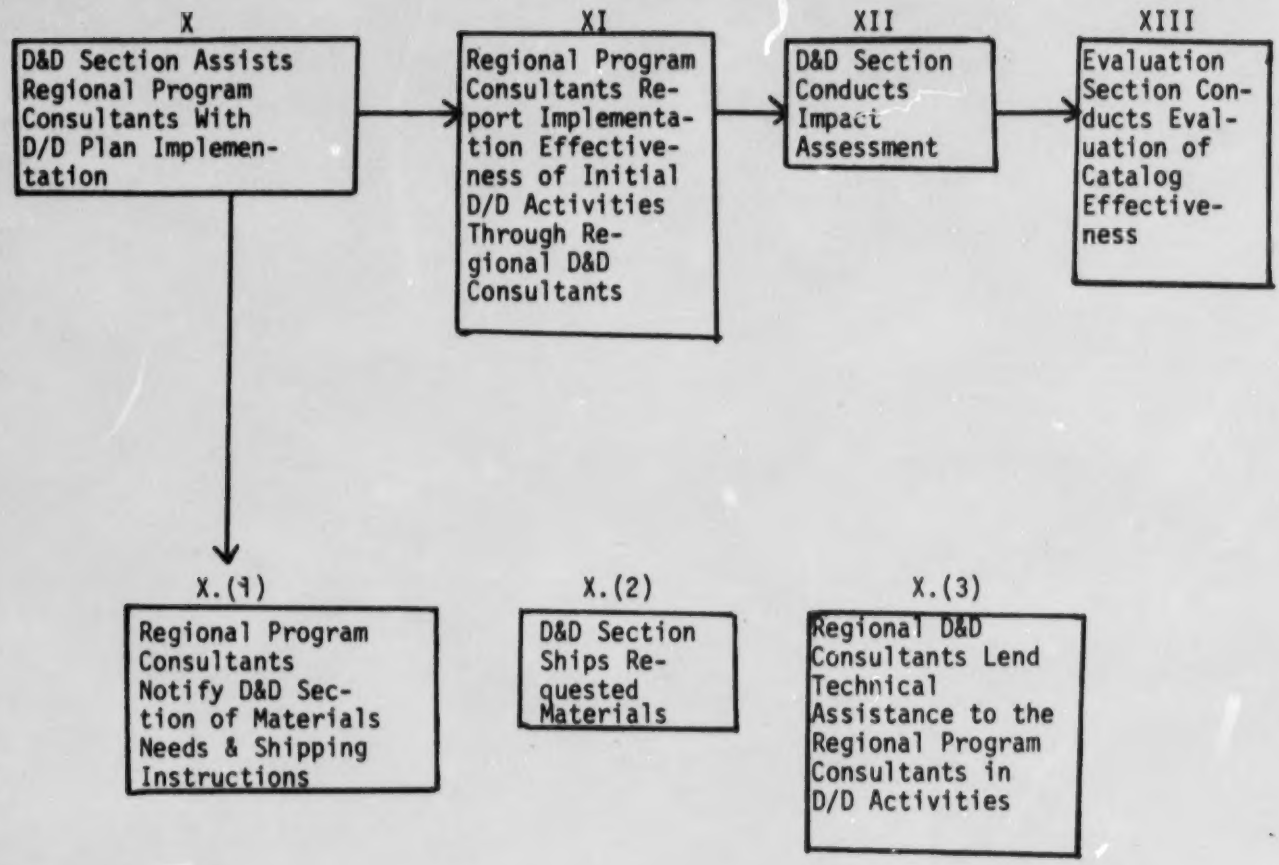

I
V-TECS Catalog Identified for Production
II
Preliminary D/D Plan Prepared by D&D Section
III
Preliminary D/D Plan Presented to Occupational Program Director
IV
Occupational Program Director(s) Reviews Preliminary D/D Plan With Regional Program Consultants
V
Final Draft of D/D Plan Prepared by D&D Section
VI
D/D Plan Approved by Bureau of Research, Dissemination & Evaluation and the Bureau of Vocational Program and Staff Development
VII
D/D Plan Disseminated by D/D Section to Regional Program Offices for Preparation of Regional Appendices
VIII
Regional Program Consultant(s) Review Master D/D Plan and Proposed Appendix with Regional Program Director for:
-approval
-allocations of time and resources
IX
Approved Plan and Appendices Provided To:
Occupational Program Director(s);
Regional Program Directors;
Director, Program and Staff Development Section;
Director, Program Implementation Section;
Assistant Director, Division of Vocational Education;
Others as deemed appropriate

Figure 4 - Continued


X
D&D Section Assists Regional Program Consultants With D/D Plan Implementation
XI
Regional Program Consultants Report Implementation Effectiveness of Initial D/D Activities Through Regional D&D Consultants
XII
D&D Section Conducts Impact Assessment
XIII
Evaluation Section Conducts Evaluation of Catalog Effectiveness
X.(1)
Regional Program Consultants Notify D&D Section of Materials Needs & Shipping Instructions
X.(2)
D&D Section Ships Requested Materials
X.(3)
Regional D&D Consultants Lend Technical Assistance to the Regional Program Consultants in D/D Activities

II. Preliminary Dissemination and Diffusion Plan prepared by Dissemination and Diffusion Section

A. Dissemination and Diffusion Section Director assigns a staff member to prepare a preliminary Dissemination/Diffusion Plan when catalog is identified for production.

B. Preliminary Dissemination/Diffusion Plan is developed according to approved diffusion process outline:

1. Description of the product
   a. Benefits to students, educators and the public
   b. Discussion of costs, both fiscal and human resources
2. Description of the target population
3. Description of advocates position
4. Description of alternative strategies to disseminate and to diffuse the product.
   a. Objectives of each strategy
   b. Activities to implement the objectives of each strategy
5. Description of impact assessment.
6. Description of evaluation of the strategy.

III. Preliminary Dissemination/Diffusion Plan Presented to Occupational Program Director(s)

A. The assigned Dissemination and Diffusion staff member discusses preliminary Dissemination/Diffusion Plan with the Occupational Program Director(s) designated by the Chief, Program and Staff Development Section.

B. Input from the appropriate Occupational Program Director(s) incorporated into the D/D Plan by assigned Dissemination and Diffusion staff member.

C. Preliminary D/D Plan presented to the Occupational Program Director.

IV. **Occupational Program Director(s) Review Preliminary Dissemination/Diffusion Plan with Regional Program Consultants**

A. Occupational Program Director must provide each Regional Program Consultant with a copy of the preliminary D/D Plan.

B. Occupational Program Director arranges a meeting with Regional Program Consultants to review the preliminary D/D Plan. Input from Regional Program Consultants may be obtained through phone conversations, regular meetings, or special meetings.

C. Regional D/D activities discussed and preliminary Regional Appendices developed by the Regional Consultants during meeting.

D. Comments relative to preliminary D/D Plan forwarded to the D&D Section by the Occupational Program Director (target group identification and number, special D/D requirements).

V. **Final Draft of D/D Plan Prepared by D&D Section**

A. The assigned D&D staff member receives the preliminary D/D Plan with input including comments and recommendations from the Occupational Program Director.

B. The assigned D&D staff member synthesizes all the data into a final D/D Plan.

VI. **D/D Plan Approved by Bureau of Research, Dissemination and Evaluation and the Bureau of Vocational Program and Staff Development**

A. D&D Section Director submits the final draft of the D/D Plan to the appropriate personnel in the Bureau of Vocational Program and Staff Development for final review and approval. This occurs in the following sequence:

1. Appropriate Occupational Program Director(s)
2. Director, Program and Staff Development Section
3. Director, Program Implementation Section
4. Chief, Bureau of Vocational Program and Staff Development

B. Bureau of Vocational Program and Staff Development forwards the D/D Plan to the Chief, Bureau of Research, Dissemination and Evaluation for final review and approval.

C. Approved final draft is returned to the D&D Section

VII. **D/D Plan Disseminated by D&D Section to Regional Program Offices for Preparation of Regional Appendices**

A. The D&D Section forwards one copy of the approved D/D Plan to each Regional Program Director for preparation of Regional Appendices.

B. Regional Program Director assigns D/D Plan to appropriate Regional Consultant(s) for Regional Appendix development.

C. Regional Program Consultant(s), with inputs from the trained V-TECS cadre from districts, community colleges and other institutions located within the Region, determine the most appropriate strategy and time frame for training the target population in their respec-

tive Region.

D. Regional Consultant(s) develop the strategies and schedule to be used in his/her Region. This will become an appendix to the overall Dissemination/Diffusion Plan.

E. The Regional D/D Consultant assists the Regional Program Consultant(s) in the development of the Regional Appendix to the D/D Plan.

F. Regional Program Consultant(s) prepares the Regional Appendix to the Dissemination/Diffusion Plan based on the approved D/D Plan and the input received from the V-TECS cadre.

VIII.

Regional Program Consultant(s) Review Master D/D Plan and proposed Appendix with Regional Program Director for:
-approval of appendix
-allocations of time and resources

A. Regional Program Director Reviews D/D Plan and Regional strategies.

B. Regional Program Director offers approval or recommendations for revising Regional Appendix.

C. Regional Program Consultant negotiates with Regional Program Director for allocation of Consultant's time and required resources.

D. The Regional Appendix, approved by the Regional Program Director, is submitted to the D/D Section Director via Regional D&D Consultant.

IX. Approved Plan and Appendices Provided To:
Occupational Program Director(s);
Regional Program Director;
Director, Program and Staff Development Section;
Director, Program Implementation Section;
Assistant Director, Division of Vocational Education;
Others as deemed appropriate

A. Approved final plan provided to the aforementioned for information.

B. Regional Program Director maintains plan, appendices and catalog libraried in the Regional Offices.

IMPLEMENTATION

X. D&D Section Assists Regional Program Consultants with D/D Plan Implementation

A. D&D Section assists Regional Program Consultants with the implementation of D/D Plan in accordance with time lines, resources, and strategies identified in the body of the Plan and in the Regional Appendices.

This assistance is in three areas:

1. Regional Program Consultants Notify D&D Section of Materials Needs and Shipping Instructions

a. Regional Program Consultants identifies materials needs and submits a request for these materials to the D/D Section through the Regional D/D Consultant. This identification of materials needs must indicate the exact number of each product required, the exact time (date) they are needed, where the materials are to be shipped and to whom they are to be shipped.

b. Regional Program Consultant must notify the D&D Section at least three weeks in advance of the date the materials will be needed.

2. **D&D Section Ships Requested Materials**

a. Immediately upon receipt of request, the D&D Section ships requested materials to the person and location identified by the Regional Program Consultant.

b. D&D Section retains records of shipments.

3. **Regional D&D Consultants Lend Technical Assistant to the Regional Program Consultants in D/D Activities**

a. The Regional D&D Consultant assists the Regional Program Consultant in the:

(1) Implementation of the Regional Appendix to the D/D Plan.

(2) Identification of all potential local target group members.

(3) Analysis of workshop attendance patterns and in the analysis of the workshop evaluation forms and subsequent efforts to improve the effectiveness of succeeding workshops.

(4) Planning of follow-on activities necessary for coverage of target group members missed during the initial D/D activities and new members of the target group.

b. The Regional D&D Consultant assists the Regional Program Consultant in the collection of data for reports.

B. Upon evidence that the D/D Plan is ineffective, the D&D Section coordinates an amendment or revision of the Plan to eliminate its deficiencies.

XI. Regional Program Consultants Report Implementation Effectiveness of Initial D/D Activities Through Regional D&D Consultants

A. A D&D Publications Receipt is required from each person receiving a V-TECS catalog. There are no exceptions.

B. The Regional Program Consultant determines the success and effectiveness of the Regional effort by using the Workshop Attendance List to periodically compare the number and percentage of target group members attending workshops with the originally identified target group.

C. Regional Program Consultant determines individual members of the target group not receiving the publication by reviewing Publication Receipts and by other means.

D. Regional Program Consultant determines local workshop effectiveness from analysis of workshop evaluation forms and returns summary of these forms for each workshop to the D&D Section through the Regional D&D Consultant.

XII. D&D Section Conducts Impact Assessment

A. The D&D Section is responsible for conducting an impact assess-

ment to determine the effectiveness of the dissemination and diffusion of the catalog and any associated products.

B. Regional Program Consultants provide any necessary assistance in the impact assessment process.

XIII. Evaluation Section Conducts Evaluation of Catalog Effectiveness

A. Evaluation Section provides an evaluation procedure, documentation, and instruments to evaluate the effectiveness of catalogs in improving vocational instruction.

B. A primary evaluation is on the effectiveness of the product as determined through the Program Review process.

C. D&D Section staff and Regional Program Consultants provide any necessary assistance in the evaluation process.

The approval process for a D/D plan for a V-TECS catalog has been formulated into a systematic procedure. The plan is prepared by the D&D Section with input from program implementation staff members. After Division approval, regional implementation staff members prepare regional appendices (see Figure 5) which adopt the overall plan to their local circumstances. The implementation process includes dissemination activities, impact assessment and evaluation.

V-TECS DISSEMINATION WORKSHOPS

One of the more thorough methods for diffusion of a V-TECS catalog is to conduct a workshop for that specific purpose. In some instances, it may be desirable to conduct one workshop in each of the five regions. Sufficient consideration must be given to the selection of a suitable

Figure 5

REGION _____

Regional Appendix to V-TECS Catalog
Dissemination/Diffusion Plan

1. Product(s) being disseminated and diffused:

_____

_____

_____

2. Regional Program Consultant responsible: _____
Name

_____
Title

3. Regional D/D Consultant responsible: _____

4. Planned Dissemination and Diffusion Activities:

Institutions/Districts to be represented	Activity	Conducted by:	Target Date	Estimated target group size

5. Target date for completion of initial Dissemination and Diffusion activities _____

6. Signatures:

_____ _____ _____ _____
Regional Program Consultant Date Regional Program Director Date

_____ _____
Regional D/D Consultant Date

site which can afford the greatest number of selected change agents at the least possible (travel) cost. The following check list is intended as a guide for adequate planning for arranging and conducting a local V-TECS catalog dissemination workshop.

1. Determine geographic entity to be covered by workshop
   a. Single district or educational institution
   b. Combination of more than one district and/or community college (consider number of potential attendees, possiblility of arriving at a satisfactory common date, size of geographic area involved, etc.)
2. Contact local director(s) and/or community college dean(s) and other administrators affected and obtain agreement on date, time and location for workshop.
3. Contact local trained V-TECS Disseminator and arrive at agreement on the role each will play in conducting the workshop.
4. Define total target group within the geographic area covered by the workshop; consider:
   a. District administrators and supervisors
   b. Community college administrators and supervisors
   c. Secondary subject matter teachers
   d. Area vocational-technical center subject matter teachers
   e. Community college subject matter teachers
   f. Administrators and teachers from Division of Youth Services institutions
   g. Administrators and teachers from Division of Mental Retardation and Office of Mental Health

h. Administrators and teachers from Division of Offender Rehabilitation institutions

i. Teacher educators (public and private institutions)

5. If the workshop is initiated by the Regional Consultant, prepare memorandum from the Regional Program Director and/or local educational agency to target group members announcing the workshop, giving purpose, date, time and location, and including an agenda. If the workshop is initiated by the local educational agency, react to request to set up the inservice meeting.

6. Send sufficient quantitites of the memorandum to the local director(s), college dean(s) and other administrators of affected institutions to assure that they have enough to forward to all members of the target group within their organization.

7. The Regional Program Consultant will request the required number of catalogs and supplemental workshop materials from the D&D Section at least three weeks prior to the date of the workshop (see Figure 6). The consultant will specify the number of materials needed, exact date of workshop, where the materials are to be shipped, and to whom they are to be shipped. The D&D Section will ship the materials to the designated person and location.

8. The Regional Program Consultant and/or the local trained V-TECS disseminator will conduct the workshop in accordance with their plans.

   a. Have all participants sign the Attendance List (Figure 7).

   b. Have all recipients of catalogs complete the Publication Receipt form (Figure 8).

   c. Have all participants complete the Workshop Evaluation form (Figure 9).

FIGURE 6

REQUEST FOR V-TECS CATALOG WORKSHOP MATERIALS

NOTE: Please submit request for workshop materials a minimum of 3 weeks prior to date of planned workshop.

TO: _____, Regional Dissemination/Diffusion Consultant, Region _____.

FROM: _____, Regional Program Consultant. _____
(Program Area)

A workshop for the dissemination of: _____
V-TECS Catalog(s) is planned as follows:

DATE OF WORKSHOP: _____ LOCATION: (Include Institution, Building, Room No., Street Address, City)

_____

_____

WORKSHOP LEADER: (Name) _____ (Title) _____

_____ (Institution/District) _____

DISTRICTS/INSTITUTIONS TO BE REPRESENTED: _____

_____. EXPECTED NO. OF PARTICIPANTS: _____

The following materials are requested:

ITEM TITLES	QUANTITY
Participant Activity Guide	
Workshop Attendance List	
Publication Receipt Forms	
Workshop Evaluation Forms	

EXACT ADDRESS for shipment of materials: (P.O. Box Numbers are NOT acceptable; please give name, street address, room number, city, zip code, etc.)

_____

_____

SPECIAL INSTRUCTIONS: _____

SIGNATURE OF REQUESTOR: _____ DATE: _____

For Dissemination&Diffusion Section Use ONLY:

DATE SHIPPED: _____ *SIGNATURE:* _____

FIGURE 7

Attendance List

Workshop Title _____

Conducted by _____
Name Organization

_____
Name Organization

_____
Name Organization

Date of Workshop _____ Location _____

	Participant Name	Position	Institution/ District
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

FIGURE 8

PUBLICATION RECEIPT

In order for us to keep our dissemination records up-to-date and to assure that we include your name on the list to receive additional and up-dated publications that may be of interest to you, please complete the following form and return it to:

Dr. Margaret Ferqueron, Director
Dissemination/Diffusion Section
Division of Vocational Education
Florida Department of Education
Tallahassee, Florida 32304

Name of Publication:_____

Name of Recipient:_____Position_____

Institution/District:_____

Address:_____

Date Received:_____ From Whom:_____ # of Copies:_____

What orientation to the content and use of the publication did you receive?

_____

_____

_____

_____

_____

Your anticipated usage of the publication:_____

_____

_____

FIGURE 9

V-TECS WORKSHOP EVALUATION

I. Workshop Evaluation

1. I learned some valuable information at this workshop.

   Agree_____ Disagree_____

2. The workshop was well-organized.

   Agree_____ Disagree_____

3. There was too much work to do at this workshop.

   Agree_____ Disagree_____

4. I had heard of most of the topics covered in this workshop before.

   Agree_____ Disagree_____

5. The activities I participated in helped me better understand the subjects presented at this workshop.

   Agree_____ Disagree_____

6. The workshop helped me to recognize some important uses for the catalog of performance objectives.

   Agree_____ Disagree_____

7. The workshop was boring.

   Agree_____ Disagree_____

8. The speakers at this workshop were knowledgeable.

   Agree_____ Disagree_____

9. Workshops like this are a useful way of getting important information to vocational teachers.

   Agree_____ Disagree_____

10. The workshop activities held my interest.

    Agree_____ Disagree_____

11. The presentation of information at this workshop was well done.

    Agree_____ Disagree_____

12. The workshop length was:

    About right_____ Too Short_____ Too long_____

13. The pace of the workshop was:

    Too fast_____ About right_____ Too slow_____

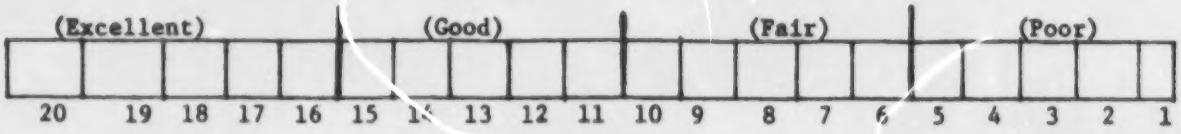
14. The content of the workshop was:

Too academic_____ Too elementary_____ About right_____

15. Considering the length and content of the workshop, the opportunity for participation was:

About right_____ Too little_____ None_____

16. Please record your overall reactions to this workshop by placing an "X" in the appropriate box on the scale:



17. What aspects of the workshop did you like the most and why?

_____

_____

_____

18. What aspects of the workshop did you like the least and why?

_____

_____

_____

19. Your suggestions for improvement of future workshops:

_____

_____

_____

20. Other comments:

_____

_____

_____

II. Catalog Evaluation

Place an "X" in the space next to the word which best describes what you believe about the following statements. If you are not familiar with what the statement refers to, place your "X" in the "Don't Know" space.

1. The performance objectives in the catalog are carefully constructed.

   Agree_____ Disagree_____ Don't Know_____

2. The performance objectives can be used in many ways to help build up or improve a teaching program.

   Agree_____ Disagree_____ Don't Know_____

3. I plan to use at least some of the performance objectives in my courses.

   Agree_____ Disagree_____ Don't Know_____

4. I would recommend this catalog of performance objectives to a new vocational instructor.

   Agree_____ Disagree_____ Don't Know_____

5. The way the performance objectives are printed and bound in the catalog is practical for me to use.

   Agree_____ Disagree_____ Don't Know_____

6. I would recommend any catalog of performance objectives produced through the Vocational-Technical Education Consortium of States (V-TECS) to an instructor in that subject matter area.

   Agree_____ Disagree_____ Don't Know_____

9. Regional Program Consultant will analyze the Attendance List to determine if all target group members attended and received catalogs and the Workshop Evaluation forms to determine effectiveness of the strategy and improve effectiveness.
10. Regional Program Consultant will forward Attendance List, Publication Receipts, and a summary of the Workshop Evaluation forms to the D&D Section through the Regional D&D Consultant.

The following suggestions are made to assist workshop directors to plan and conduct workshops that will assure that attendees will understand and be able to obtain maxium usefulness from the V-TECS catalogs. The director may tailor, add to, or delete from these suggestions in accordance with his local conditions in order to increase the effectiveness of his workshop. The workshop should require at least two to three hours if maximum effectiveness is to be assured.

I. Preparation
   A. Determine potential participants
      1. Teachers (High School, Area Vo-Tech Center, Community College)
      2. Administrators (District, Community College, High School)
      3. Teacher Educators (Public Universities, Private Colleges)
      4. Other Agencies (Special Education Centers, Division of Offender Rehabilitation, Division of Youth Services)
      5. Other (Advisory Committees, Parent Groups, etc.)
   B. Determine site and date
   C. Notify potential participants and request reply
   D. Obtain materials
      1. Catalogs

2. Attendance forms, evaluation forms, publication receipt forms, etc.

II. Conduct workshop

A. Make introductory statement affirming that Florida is moving to competency-based instruction which:

1. Will permit open-entry, open-exit programs.
2. Will eliminate motivation-killing repetition in learning process for students already able to demonstrate some of knowledges and skills.
3. Requires individualization of instruction.
4. Catalog supplies a verified and valid basis for development of individualized instructional materials as well as the basis for more traditional instruction.
5. Assures program graduates who possess proven knowledge and skills.

B. Describe V-TECS organization and purpose - use available DOE audio-visual materials

1. Filmstrip and audio cassette entitled "An Introduction To Florida V-TECS"
2. Filmstrip and audio cassette entitled "Compentency-Based Instruction and Vocational Education"
3. Filmstrip and audio cassette entitled "Using Florida V-TECS Catalogs In Competency-Based Instruction"
4. Brochure entitled "Florida V-TECS"
5. Brochure entitled "Florida V-TECS - Questions and Answers"
6. Participant Activity Guide: to be used for activities between the showing of the filmstrips; three self-instructional modules

7. Trainer's guide for conducting inservice programs

C. Describe Catalog development and validation procedure

D. Distribute Catalog

E. Describe Catalog contents and organization. Have participants go through the Catalog relating it to their own instruction. Demonstrate the value of precisely defined objectives and criterion-referenced measurement.

F. Have recipients complete Publication Receipt form

G. Evaluate workshop using prepared evaluation instruments

III. Workshop wrap-up

A. Make plans to provide Catalogs and orientation to those target group members missing the workshop

B. Plan technical assistance to Catalog users who require it in their application of the Catalog

C. Return Attendance List, Publication Receipt, and Summary of Workshop Evaluation forms to Dr. Margaret Ferqueron, Director, Dissemination and Diffusion Section, Division of Vocational Education, Department of Education, Tallahassee, Fl 32304

Workshop activities of the magnitude described in this chapter are frequently costly in manpower, money and material. Workshops, when used, must be based upon complete planning. Plans and contengency plans must anticipate discrepancies. Actions to correct deficiencies must be applied promptly. Selection of personnel for instructing as well as attending workshops is critical to the success of any diffusion activity of this scale. Yet, workshops are probably the most effective method to teach teachers how to teach.

Criteria for Selection of Target Group Members and Determining Printing Quantities for V-TECS Catalogs

In order to assure the maximum benefits from the monies budgeted and the production of as many different V-TECS catalogs as possible, it is necessary to limit the dissemination of each catalog to those teachers, teacher educators, and administrators who have a specific need for them. It is therefore important that the Occupational Unit, when discussing the draft Dissemination and Diffusion Plan for a particular catalog, take care in determining the size of the recommended target group. This number should be determined by the Occupational Program Director jointly with the Regional Program Consultants. The Director of the Program and Staff Development Section will assure that each Occupational Program Director whose programs may have any need for, or interest in, the catalog will have an opportunity to review the Dissemination and Diffusion Plan and provide input into the target group selection.

The Occupational Program Units should make sure that:

1. All teachers (public educational institutions, other agencies such as the Division of Youth Services, etc.) who are teaching courses in the occupational field represented by the catalog or whose courses contain components to which the catalog is pertinent should receive copies of the catalog. No teachers teaching courses to which the catalog is not pertinent should receive it. The Course Standards should be used as the authoritative source for course content.

2. Only those local administrators directly involved with the administration of courses to which the catalog is pertinent should receive the catalog.
3. Only those Department of Education personnel directly concerned with courses to which the Catalog is pertinent will receive it. This will include Occupational Program Directors, Regional Consultants and others involved in curriculum development and in the development and implementation of such things as course standards, facility standards, equipment requirements, program evaluations, etc.
4. Teacher Educators providing teacher training to teachers of courses to which the catalog is pertinent should receive a sufficient number of copies to enable them to illustrate their instruction and use it in their instructional activities.
5. Occupational Unit personnel should be certain that catalogs are disseminated only to target group members and are not distributed indiscriminately to persons having no valid use for them. Proper records must be maintained of the individuals receiving the catalogs in order to retain control over the dissemination, and to provide the necessary information for dissemination and diffusion impact assessment and catalog effectiveness evaluation.

Special consideration needs to be given to the requirements of the Diversified Occupations (D.O.) Unit, which deals with a greater variety of occupations than any other occupational unit. Because of the nature of the D.O. program, each D.O. teacher may have students training in

several different occupational areas. The exact occupations in which a D.O. teacher will have students placed at any one time is totally unpredictable. These teachers must, therefore, have access to whatever catalogs they need on a school term by school term basis. Since it would be wasteful and unnecessary to give every D.O. teacher every catalog, and yet the catalogs they need at any particular time must be made available to them, a special system should be established to meet their requirements. In order to determine their needs and provide the accurate, rapid dissemination of catalogs to these teachers, the following system is suggested:

1. Each Regional Diversified Occupations (D.O.) Consultant will obtain a list of occupational placements from each D.O. teacher in his Region. This list will be updated at the beginning of each school term and whenever a student is placed in a new occupational area during the term.
2. The Regional D.O. Consultant will accumulate all available materials needed by each teacher and place those materials in the teacher's hands at the earliest practical date after determining the need.
3. The Regional D.O. Consultants will use the lists of placements as one basis for determining the target group size in the establishment or printing needs for new catalogs and for developing the Diversified Occupations Regional Appendices for the D&D Plans.
4. As a new catalog becomes available, the Regional D.O. Consultant will order the number of catalogs necessary to supply D.O. teachers within his Region who have students engaged in that occupation.

5. The Diversified Occupations personnel will follow the same ordering and recordkeeping systems as the other Regional Consultants. In order to help them with keeping the additional records made necessary by their particular circumstances, the use of the Student Occupational Training Placement form (see Figure 10) and the V-TECS Catalog Distribution form (see Figure 11) are suggested.

A second special problem is posed by the requirements of the part-time instructors employed in the evening programs. As a general rule, these instructors are employed full time in industry and teach evening courses as an avocation. Consequently, many of them are rather transient - teaching for a semester or two and then either not having a class for an extented period or ceasing to teach completely. It would not be feasible to provide each part-time instructor with a personal copy of the catalog(s) pertaining to his/her courses(s).

It is therefore suggested that the Occupational Program Consultants:

1. Assure that an appropriate number of copies of each catalog be ordered for each district having part-time evening courses to which that catalog is pertinent.
2. These catalogs should be sent to the local director of post-secondary programs, if the district has one, or to the local director of vocational education. This individual can then forward one copy to the evening director of any area center having several part-time evening instructors engaged in instructing that particular occupational area.
3. The area center evening director can photocopy appropriate pages

FIGURE 10

STUDENT OCCUPATIONAL TRAINING PLACEMENT (D.O.)

Teacher_____ School_____

Date_____ District_____

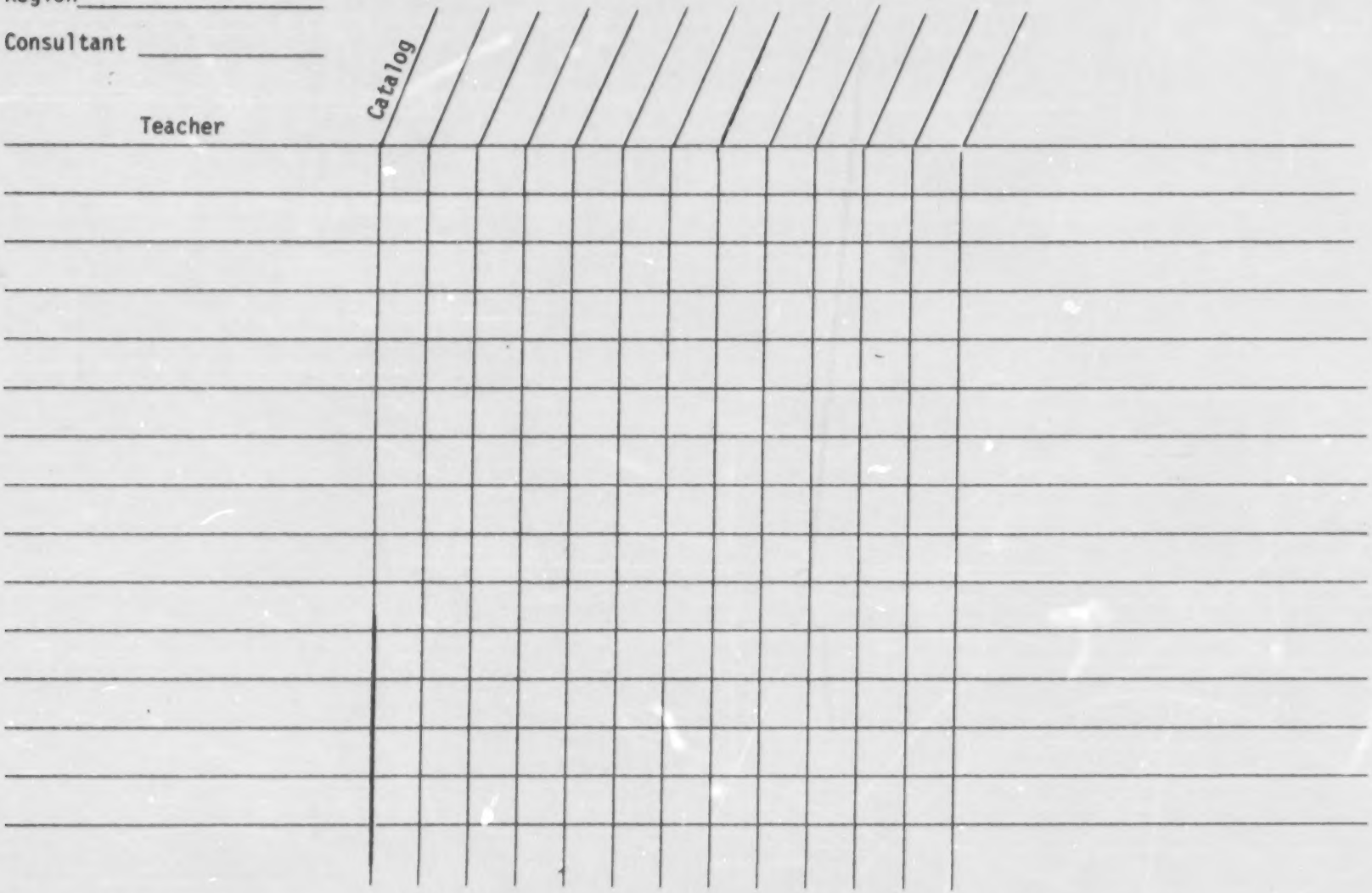
Student	Occupational Field	Catalog Available	Catalog Provided

FIGURE 11

V-TECS CATALOG DISTRIBUTION (D.O.)

Region_____

Consultant _____



for each instructor associated with his/her institution.

4. The local director should be instructed to photocopy appropriate pages for those part-time instructors not associated with an area center evening program.

In this manner, a relatively few catalogs will serve a large number of part-time instructors who would typically use only a small part of the catalog.

It is recognized that all uses for publications cannot be forecast with total accuracy. It is also recognized that it is less expensive to print extra copies of a publication at the time of the initial printing in order to provide a reasonable supply for unanticipated needs than it is to reprint. Therefore, no catalog will be printed in quantities of less than 1,000. It is expected that, during the three year period between the initial production and the mandated revision, this minimum number will be used to satisfy the demand generated by the initiation of new programs, additions to existing programs, use in teacher training activities, and other unforseen circumstances. Higher printing quantities will be established for those catalogs where a greater demand is apparent.

CHAPTER 9

DISSEMINATION AND DIFFUSION OF CAREER EDUCATION

Utilizing the Division of Vocational Education's approach to dissemination and diffusion, and the Department of Education's management organization through its Regional Offices, this chapter explains the developmental activities for the dissemination and diffusion of Career Education in Florida.

IDENTIFICATION OF TARGET GROUPS

The following groups were identified as target populations: school boards, school district superintendents, supervisors, coordinators, principals, teachers, counselors, deans, department heads, businessmen, parents, students, legislators, and State Department of Education staffs. A concerted effort was made to understand their needs as related to stated objectives.

DESCRIPTION OF ADVOCATED CHANGE - CAREER EDUCATION

Evolving out of the official State Position Paper on Career Education, several components were defined; elementary school, middle and junior high school, senior high school, community college, university, placement and follow-up, inservice training, evaluation, curriculum development, community involvement and articulation. An effort was made to explain the benefits of the advocated change to students, educators and the community-at-large. An attempt was also made to explain the cost of implementing the career education concept in terms of time, money and personnel.

IDENTIFICATION AND PREPARATION PERSONS TO ADVOCATE THE CHANGE

The State Department of Education task forces, Commissioners of Education, advisory groups, State Department of Education staff, business and industry, and the Florida Council of 100 were chosen to be the advocates for change.

At this point, objectives were selected for each target group in the areas of: awareness, interest, limited trial, evaluation, acceptance and implementation.

CAREER EDUCATION IN FLORIDA - AN OVERVIEW.

The following is a historical recounting of Florida's dissemination and diffusion efforts in the area of Career Education.

Developmental Activities	Strategy of Objectives
1968-69	
An in-depth study of vocational education was made by the State legislature including the world of work and career guidance.	Awareness--Interest
1969-70	
As a result of the above study, the MacKay Report was developed. This report produced the legislation for Occupational Specialists, and legislative components of a Comprehensive Vocational Education Program for Career Development, which included a re-definition of Vocational	Awareness--Interest

Education to include the orientation to the world of work at the elementary level and occupational exploration at the junior high level.	
1970-71	
Four exemplary Career Development Programs were established in the counties of Dade, Duval, Escambia and Hillsborough.	Awareness--Interest - Limited Trial--Evaluation
1971-73	
Five pilot Career Education projects funded with federal dollars were established in the counties of Orange, Pinellas, Brevard, Broward and Leon.	Awareness--Interest - Limited Trial--Evaluation
1972	
Commissioner's Conference on Career Education was held.	Awareness
A Career Education Task Force was established.	
The Task Force included representatives from all four Divisions of the Department of Education and the Commissioner's staff.	Awareness--Interest

1973

During May, the first training session for designated Department of Education staff (Vocational Education Division) Career Education Consultants was conducted.	Awareness--Interest
Official Department of Education Position Paper on Career Education was published. Part of the 1970 legislative "package" contained funds entitled "Vocational Improvement Fund." Using this portion of the legislation, the legislature allocated $4,500,000.00 for Career Education. At this time, Career Education was designated a priority by the Commissioner. Each of the 67 school districts was charged with planning, implementing and evaluating career education.	Awareness--Interest Limited Trial
Because monies for Career Education were being used from vocational education legislation, the Vocational Education Division monitored the district development of Career Education. Each school district submitted a Career Education project	Interest - Limited Trial

according to developed guidelines which were required to include eight components: elementary, junior high, high school, post-secondary, placement and follow-up counseling, evaluation, inservice, and community involvement.	
August 1973: Representatives from each school district were assembled and instructed in the development process for District Career Education projects.	Interest--Limited Trial
November 1973: The first statewide workshop for District Directors of Career Education was held. The theme was "Management of District Career Education Efforts."	Limited Trial--Evaluation--Implementation
Throughout the 1973-74 school year the Career Education Consultants (total 15) provided technical assistance to school districts in the planning of career education.	Interest--Limited Trial Evaluation
December 1973: The Public Schools Division appointed a Career Education Consultant.	Awareness--Interest
May 1974: The second statewide workshop for District Directors of Career Education was held. The theme was "Approach to Implementation."	Limited Trial--Evaluation--Implementation

1973-74		
	The 1973-74 Legislature passed legislation mandating "placement" and "follow-up" for all students.	Limited Trial--Evaluation--Implementation
	This legislature also allocated $5,000,000.00 for Career Education during 1974-75 school year.	Limited Trial--Evaluation--Implementation
	HB 3692, legislative provision for the funding of career education, was passed.	Limited Trial--Evaluation--Implementation
1974		
	A Career Education Coordinator was appointed for each of the four State Department of Education Divisions (Vocational Education, Public Schools, Community Colleges, State University System).	Awareness--Interest--Limited Trial
	July 1974: The Public Schools Division designated 15 staff members to the school districts. Also in July, a training session was held with new public schools consultants to orient and up-date them on the Career Education concept.	Awareness--Interest--Limited Trial--Evaluation--Implementation
	A State Management Plan for Career Education was developed.	Limited Trial--Evaluation--Implementation
	District guidelines for submitting Career Education plans were developed and distributed.	Limited Trial--Evaluation--Implementation

	September 1974: The third statewide workshop for District Directors of Career Education was held. The theme was "Evaluation of Career Education."	Limited Trial--Evaluation--Implementation
1975		
	January 1975: Status Report on Career Education was submitted to the State Commissioner of Education.	Inform and Perpetuate Interest
	Time was spent providing members of legislature with status information on career education.	Inform and Perpetuate Interest
	May 1975: The fourth statewide workshop for District Directors of Career Education was held. The topics covered were Dissemination and Diffusion of Career Education, Articulation of Career Education, Community Involvement, Evaluation, and Business, Labor and Industry in the Career Education Effort.	Limited Trial--Evaluation--Implementation
	October 1975: The fifth statewide workshop was held for District Directors of Career Education. The main focus of the workshop was a Legislative Forum. Senator Tobiason and Representative Conway represented the	Limited Trial-Evaluation--Implementation

Legislature. Additional topics covered were funding strategies, Career Education installation strategies, accountability and reports on federally funded projects in the State.	
July 1975: The State of Florida received four federally funded grants for the purpose of demonstrating Career Education. Broward, Orange and Pinellas counties participated in a grant entitled "Tri-County Consortium - Demonstrating Career Education at the High School." Pinellas County received a grant for the purpose of developing a Career Education Training Center. Both Jefferson and DeSoto counties received grants for the purpose of demonstrating Career Education in grades K-12.	Limited Trial--Evaluation--Implementation
1976	
April 1976: A Career Education Implementation Survey was conducted.	Inform and Perpetuate Interest--Evaluate
May 1976: A Spring statewide workshop was held for District Career Education Directors. Topics covered were Evaluation, Funding Strategies, EBCE, Salable Skills, Extended Programs for Problem-Drop-outs, the Career Exploration Process,	Limited Trial--Evaluation--Implementation

	September 1974: The third statewide wrokshop for District Directors of Career Education was held. The theme was "Evaluation of Career Education."	Limited Trial--Evaluation--Implementation
1975		
	January 1975: Status Report on Career Education was submitted to the State Commissioner of Education.	Inform and Perpetuate Interest
	Time was spent providing members of legislature with status information on career education.	Inform and Perpetuate Interest
	May 1975: The fourth statewide workshop for District Directors of Career Education was held. The topics covered were Dissemination and Diffusion of Career Education, Articulation of Career Education, Community Involvement, Evaluation, and Business, Labor and Industry in the Career Education Effort.	Limited Trial--Evaluation--Implementation
	October 1975: The fifth statewide workshop was held for District Directors of Career Education. The main focus of the workshop was a Legislative Forum. Senator Tobiason and Representative Conway represented the	Limited Trial-Evaluation--Implementation

	Legislature. Additional topics covered were funding strategies, Career Education installation strategies, accountability and reports on federally funded projects in the State.	
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1976		
	April 1976: A Career Education Implementation Survey was conducted.	Inform and Perpetuate Interest--Evaluate
	May 1976: A Spring statewide workshop was held for District Career Education Directors. Topics covered were Evaluation, Funding Strategies, EBCE, Salable Skills, Extended Programs for Problem-Drop-outs, the Career Exploration Process,	Limited Trial--Evaluation--Implementation

Career Education through Subject Areas, and a report on the currently funded Career Education Projects.

July 1976: Florida received three federal grants for the purpose of planning for, and demonstrating, Career Education. The Tri-County Consortium was refunded (Broward, Orange, and Pinellas counties). The Department of Education received funds to develop a State Career Education Plan.

Limited Trial--Evaluation--Implementation

September 1976: Statewide Advisory Council on Career Education meets.

1977

January 1977 planning begins for statewide Career Education Conference which is to be held March 28-31, 1977.

1971-77

Ongoing over this period were: A series of curriculum development projects (Learner-Oriented Occupational Materials, Vocational-Technical Education Consortium of States, Project PROCESS - Career Education: An Introduction, FAIS (Fusing Applied and Intellectual Skills), Career Education Articulation, Elementary Guidance and Career Education Project, Florida VIEW), Placement and Follow-up, Affective Approaches to Career Education, A Tri-County Consortium - Demonstrating Career Education in the High School, etc. These projects were directed toward the

objectives of limited trial and implementation.

Diffusion Activities

A summary of diffusion activities revealed the following strategies:

Awareness level:

1. Flyers
2. Articles in professional publications
3. Presentations at professional workshops, before district school boards, local service clubs, chambers of commerce, staff development programs at the district level, PTA meetings, education committees of both legislative houses
4. Spot announcements on ETV
5. Newspaper coverage of Career Education related activities in the schools
6. Regional Career Education Consultants continual District visitation
7. Slide-tape presentation developed by the Division

Interest level:

1. State funds provided for Career Education efforts
2. Establishment of demonstration sites
3. Career Education magazine and newsletter with distribution to business, labor, industry, and education-related groups
4. Certificates provided to those who completed Career Education in-service
5. Specially developed materials to enhance the understanding and interest of educators at all levels

6. Specially planned conferences dedicated solely to the Career Education concept
7. Regional Career Education Consultants continual District visitation
8. Endorsement of concept by Commissioner of Education and State Board of Education

Trial level:

1. Provision of funds to encourage pilot schools to try to implement the concept
2. Technical assistance lent free in those school districts that wish to implement the Career Education concept
3. Minigrants made available to schools that wish to develop or implement some component or phase of career education

Evaluation level:

1. Implementation survey conducted
2. Reports prepared and distributed

Much of the dissemination and diffusion process employed by Florida was adapted from the Career Education Product Installation Handbook developed by Dr. William Hull and Dr. Norvil McCaslin at Ohio State University.

CHAPTER 10

IMPACT ASSESSMENT

The preceding chapters have presented a model of the dissemination and diffusion process as well as specific strategies for bringing about educational change. Changing education practices, however, is a complex task that must be sustained over a long period of time. The difficulty of the task is compounded by the shifting nature of educational and societal problems and priorities. In short, educational change is not an easy task. In order to succeed, educational change agents need information about the success or failure of their efforts. They need to know the utility of specific change strategies. Impact assessment is the ongoing process of evaluating and reporting on the diffusion process in relation to the ultimate goal of the optimal installation of the educational innovation. This chapter describes the theoritical and research foundation of impact assessment, its relation to the basic dissemination and diffusion model, the basic questions that impact assessment answers, the available methodologies, and the types of reports that are available.

The change process in education has received considerable study primarily because of a concern with its slowness and inefficiency. It has been estimated (Mort, 1964) that educational innovations typically take up to four decades to complete the adoption process. Miles (1964)

compares the spread of innovations in education unfavorably with those in industry, agriculture and medicine. Since the rapid and successful diffusion of a new educational innovation is neither easy nor common, the people responsible for diffusion need rapid and accurate reporting of the progress that is being made.

In order to understand how impact assessment can contribute to the dissemination and diffusion process, it is first necessary to understand what is known about that process and the model that is being used to conduct it.

THEORIES

Most theories of educational change emphasize structural and organizational factors. One of the major descriptions is a synthesis of a number of contributors' work done by Miles (1964). The U.S. educational system is viewed as a national system with a number of subsystems. Graduate department of education have the most influence in the system. Since it is a national system, the spread of innovations is expensive and difficult. A number of factors contribute to a slow rate of diffusion. Among the systemic causes of their slow rate of diffusion are lacks of hard data (Johnson, 1964 reported that of 1507 school districts receiving NDEA Title III funds, only 10 had carried out research-based evaluations), lack of change agents and lack of economic incentives for people within the system to innovate. Myths of local autonomy and individual professionalism are viewed as concealing a large bureaucractic system which also impedes progress. Characteristics of the innovations also contribute to their speed of adoption. Innovations which have high unit or initial cost, are nor suitable for commercial production, or are "research" tend to spread

slowly. Innovations which support services, high innovation-system congruence, or facets which increase autonomy and peer support are likely to spread quickly. Innovators are seen as coming from outside the existing system. Within the system, authority figures are the key. The creation of temporary subsystems may help by-pass internal blocks. The surrounding context may help overcome or reinforce organizational inertia depending on its exact nature. Shifts within the organization may create an internal need for change, but this is viewed as occurring rarely.

Griffiths (1964) proposed a system theory of organization which emphasizes an organization's tendency to maintain itself against changes. As viewed by this theory, changes are the result of outside pressure. The degree and duration of change is directly related to the outside pressure for it. Response to a continuously increasing pressure on the organization is no change. Then over-compensation and (if the pressure is maintained) collapse. The number of innovations adopted is inversely related to the length of tenure of the head of the organization. Also the more heirarchical an organization is, the less likely it is that it will adopt changes. When change in an organization does occur, it comes from the top down. The more functional and productive the existing interrelationships of organizational subsystems, the less likely it is that change will occur. In summary, this theory sees the organization as basically resisting change. Appointment of outsiders as head of an organization, especially with strong exterior support for innovation, will help produce change. The longer the tenure of the head, the more heirarchical the organization, and a low level of internal conflict will heighten the resistance to change.

A recent article by House (1976) also stresses organizational and structural characteristics. Innovation is seen as primarily depending on face-to-face contact. Face-to-face contact depends, in turn, on organizational structure and lines of physical transportation. The superintendent and his key staff are central to the change process because they are in a position to have the most outside contacts.

Since innovations generally come through the central staff, its politics have an important bearing on whether innovation will occur. One necessary condition for the success of an innovation is for it to gain an advocacy group within the organization. While the central staff is key, it is important to realize that innovation is unlikely to come from the bottom. Teachers have limited access to outside contacts and few tangible rewards or incentives for innovation. The contingencies that govern the behavior of the teacher, the administrator and the reformer are likely to be very different. This makes what seems rational to one, ridiculous to the others. Innovation can be enhanced (or decreased) by increasing (decreasing) the incentives for change. Table 1 summarizes the forces operating that aid and impede education according to the authors listed.

Characteristics of the individual can also have a major impact on the change process (Bailey, 1976). This point of view is based on Transactional psychological theory (Kilpatrick, 1961). Transactional theory suggests that the diffusion process should be both gradual and sustained. The pace of change should maintain a gap between the actual conditions and the person's expectations arising from past experience that is great enough to be stimulating but not enough to render actions ineffective and frustrating.

Measurement of this gap should be in terms of actions required in the new situation. Maintenance of sustained, gradual change is likely to produce a new set of expectations that support change if the people remain in the organization. To the extent that these expectations are developed, the pace of change can be accelerated. Verbal training is likely to be ineffective. Training geared to the actual actions required is the most effective. Training incorporating observation of the new actions may be cost-effective in certain situations. Incorporating the involved individuals in the planning for change can also help reduce the problem.

	Increase	Decrease
House, 1976	1. Increase outside contracts	
	2. Increase incentives	
Griffith, 1974	1. Outside support	1. Heirarchical organization
	2. Organizational head from outside	2. Head of organization with long tenure
Miles, 1964	1. Innovations that are materials	1. Lack of hard data
	2. Implementation support	2. Lack of incentives
	3. Innovation/system congruence	3. Lack of change agents
	4. Increase in user autonomy	4. Bureaucratic organization
	5. Innovator from outside system	5. High cost
	6. Use of temporary systems	6. Not suitable for commercial distribution
	7. Outside support	

Table 1. Incentive-for-change factors identified by theorists.

RESEARCH

Besides the factors mentioned in these general descriptions of the change process, a number of factors have been identified by specific research. Mort's (1964) extensive research led him to the conclusion that innovation was closely ralated to the economic status of the surrounding community. More recent research (Carlson, 1965) did not confirm this finding. Instead, Carlson (1965) found that the rate of adoption was closely related to characteristics of the superintendents of schools. Table 2 1 characteristics of superintendents who were adopters of innovation as well as nonadopters. This research also failed to support some earlier findings that the rate of adoption was related to characteristics of the innovation itself. When innovations were rated as to their relative advantage over existing practices, compatability with the existing values, complexity, ability to be used on a limited basis and communicability the ratings failed to provide a strong guide to the rate of adoption.

Findings by Lukas and Wohlleb (1972) tend to support the idea that implementation is aided by support services. In studying the implementation of Head Start planned variations, they found that implementation was related to the amount of sponsor involvement, training of model personnel, amount of sponsor feedback, sponsor involvement in areas other than those directly related to the model, and school administrative efficiency. However, even with these factors relatively constant, there were still considerable differences in receptivity from school to school.

Type	Characteristic
Nonadopters	1. Less formal education
	2. Fewer friendship contacts
	3. Know and known less by peers
	4. Attend fewer professional meetings
	5. Interact less with other superintendents
	6. Sought for advice less
	7. Lower professionalism score
	8. Less prestigious districts
	9. Less supported by school board
	10. Rely more on local sources of information and advice
Innovators	1. Younger
	2. Know fewer peers
	3. Sought less for advice
	4. Higher professionalism score
	5. Greater accuracy in estimating rate of adoption
	6. Shorter tenure in position
	7. Seek outside advice

Table 2. Characteristics of nonadoptive and innovative superintendents of schools. (After Carlson, 1965.)

Another research approach is the case study of an individual innovative educational organization. Watson (1964) described the creation, life and ultimate closure of the New College on the campus of the Columbia Teacher's College between 1932 and 1938. It was founded and supported by Columbia. It attempted to apply the ideas that individual differences are important; actual learning should be evaluated; the students should be active participants; a breath of experience should be sought and the faculty and students should work in close association. Watson identified a number of problems that arose. There were considerable insecurity among both students and faculty. This was partly a cause and a result of frequent program revisions. Students and faculty were selected from among the disaffected. This resulted in a continuing revolt. The structure worked to create additional financial burdens on both students and faculty. No attempts were made to contact outside groups that were likely to be supportive. As a result there was little outside support, and any deviant behavior was taken as a sign, by outsiders, that the experiment had failed. There was a strong internal pressure to minimize recognition of any external threats to the existance of New College.

A similar experiment on the elementary level was studied by Smith and Keith (1971). In this case, the school superintendent strongly supported a radical new conception of the elementary school. Support included the creation of a new building as well as temporary insulation from some of the constraints of existing policy. In this case, the innovators chose to pursue a policy of multiple changes through the creation of a number of temporary subsystems and the use of staff with

little committment to the existing system. Among the changes attempted were an open plan school, team teaching, democratic administration, and individualized curriculum and instruction. Besides the temporary exception from standard school policies, other temporary subsystems included a month-long summer workshop for the entire faculty, T-groups, and outside consultants. The staff was purposely chosen to be young, inexperienced, and largely unknown to each other. This was done in order to avoid the resistance to change that can be offered by the informal organization of a school. However, the planners did not anticipate the ineffectiveness of the staff due to the requirements of getting acquainted, lack of teaching skills, etc. Smith and Keith (1971) conclude that a long-term, incremental approach is superior to a massive, short-term attempt to change the system.

Other investigators have focused their attention on characteristics of the individual. In studying alternative schools, Argyris (1974) has identified characteristics of the existing cultural model which tend to act at cross purposes to the verbal theories existing within some of the schools. Specifically, the characteristics of the existing cultural behavior model include achieving the person's own goals as he perceives them, maximizing personal gains while minimizing losses, minimizing elicited negative feelings, and being rational and unemotive. This cultural model conflicts in many ways with the philosophy espoused by the schools studied by Argyris.

Resistance to innovation within the public schools may be an unanticipated consequency of the socialization process (Anderson, 1968). New teachers must serve a probationary period in order to achieve tenure. During this period, the teachers tend to play it safe. They also tend to adopt the personality characteristics promoted by a bureaucratic organization,

such as formal, impersonal, legalistic conduct. Anderson's findings also tend to support the structuralist positions of Miles (1964).

THE DISSEMINATION AND DIFFUSION MODEL

Based on these evolving sets of data and theories as well as on an increasing base of practical experience, the following dissemination and diffusion model has been developed.

Goals: There are two principal goals of the Dissemination and Diffusion process in this model:

1. Informed Decision: All people who could benefit have sufficient information to make an accurate decision about the worth of the product or service relative to other available alternatives.
2. Successful Adoption: Those choosing to use the product have sufficient information or training to make the transition from their current activities to successful long-term use.

Process: The process described here is designed to be a general one adaptable to a variety of situations. In many cases segments of the process can be dropped for products or activities that do not require full treatment. This process is geared to dissusion planning and does not necessarily describe the actual states that a client may go through within his or her own mind.

This process consists of five steps (see Table 3). Each of the actions in the process requires certain actions of the client to produce the changes in client knowledge and affect that is necessary to carry the process through to a successful conclusion.

Table 3

Dissemination and Diffusion

Activity Chart

	Client*		
Diffusion Action	Action	Knowledge	Affect
Awareness	Receive	General Need Area	Neutral
Interest	Receive Information	Product Distinctive Quality	Mild Positive
Trial	Seek Out Information	All Product Advantages and Disadvantages	Positive
Decision	Compare to Alternatives	Comparative Cost and Benefits	Seems Best
Implementation	Make Necessary Adjustments	Working Knowledge	Is Best

*Note: Describes client conditions for a successful action

Awareness: This is an activity that informs the client of the existence of the product and what types of client needs that it can satisfy. With awareness activities the initiative is primarily in the hands of the advocate, but the client does have to pay enough attention to actually receive the message. The awareness message should link the product with the type of needs that it can meet in the client's mind. It need not produce any positive emotional change.

Interest: This is the activity that makes the client aware of the product's qualities that make it special for the client. To the extent that the product is truly better than the existing alternatives for the client, those superior qualities have to be made known to the client. Again, the client is primarily passive at this stage. The key is to successfully get his or her attention so that the message can be communicated. The client's knowledge of the special advantages of the product for him or her should be accompanied by a mild positive affect toward the product.

Examination/Trial: Activities designed to give the client a knowledge of the product's advantages and disadvantages relevant to his or her use of it. While the previous actions produced only enough client knowledge to spark an interest in the product, information obtained through examination or trial should be all of the necessary information about the product upon which to make a decision about its use. At this stage, the initiative shifts toward the client. The advocate would like to be able to furnish the client all the information necessary to make the decision. But since it is not possible to know all of the relevant factors for each client, the client has to add these dimensions. The less that the advocate can or does know about the client, the more

difficult it will be to provide the correct information. If the previous stage has been successfully accomplished, the client will seek out additional information if required. The client's knowledge of the advantages and disadvantages of the product should result in a positive affect toward it.

Decision: These are the activities to facilitate the client's decision process. At this point, the initiative has largely shifted to the client. The client must weigh the advantages and disadvantages of using the product relative to the alternatives available. The advocate may be able to facilitate the process through providing inventives for a speedy decision and/or information indicating the advantages of a speedy decision, if any. For complex decisions, the advocate may facilitate the decision by giving the client a suggested process which will help in weighing all the relevant factors. In the end, if the client's decision process has resulted in the selection of the product, it should seem best to him or her.

Implementation: These are the activities to make possible the clients full use of the product. After the clients have decided in favor of the product, they should know what it can and cannot do for them. But they may not know how to actually realize those gains. The more elaborate the product, the more complex the implementation process will be. At the end of the implementation process, the clients should have a detailed working knowledge of the product and feel that it is the best available for them.

Examples: Examples of standard dissemination/diffusion and marketing or advertising techniques are included in Table 4 to illustrate each of the activities.

Table 4

Examples of Standard

Dissemination/Diffusion and Marketing Techniques

Action	D/D	Market
Awareness	Awareness Poster Flyer	Coca Cola Sign Display Ad
Interest	V-TECS Brochure	Most Media Advertising
	V-TECS Workshop	
Trial	Free Distribution	Introductory Sample
	Field Trial	Test Drive
Decision	Letter	Salesman's Pitch
		Expiration of Introductory Offer
Implementation	Inservice Training	Product Instructions
		Customer Service Engineers

Possible Breakdowns in the Process: This process can break down in many ways. Some of the more obvious are listed here. The following breakdowns are focused on ways people who can benefit are missed. The list largely ignores the problem of people who do not benefit that are included. The assumption is that techniques for matching products to people will not only work to include beneficiaries but also to exclude non-beneficiaries of product qualities. It should be recognized that while this is likely to be true of strictly factual presentations, it is probably less true of presentations that are designed to be persuasive.

Awareness Breakdowns

1. Wrong Audience--Activities that fail to identify the people who can benefit from the product.
2. Wrong Media/Vehicle--Selected media does not reach the target audience.
3. Wrong Format--The presentation fails to capture or hold the attention of the target audience.
4. Wrong Content--The presentation fails to present the product in terms of the audience need that it will be beneficial for.

Interest Breakdowns

1. All of the Awareness breakdowns also apply to interest activities.
2. Not Distinctive--The product is not distinctive or special in the way presented.

3. Wrong Distinction--The special quality stressed is not relevant to the audience.

Examination/Trial Breakdowns

1. Cannot Try--Interested people cannot get further information with a reasonable effort.
2. Insufficient Information--The examination or trial does not result in a knowledge of all of the product's advantages and disadvantages.
3. Trial Process Aversive--The examination or trial process is itself unpleasant in a way that is not related to the product.

Decision Breakdowns

1. Insufficient Information on Alternatives--Information on alternatives is insufficient or wrong.
2. Bad Decision Process--The client does not have a good decision process.

Implementation Breakdowns

1. Wrong Information--The client is provided with instructions or aid that is wrong or inappropriate to the situation.
2. Insufficient Aid--The client is not provided with enough assistance to make the transition successfully.

Strategies for Diffusion: Basic diffusion strategies are discussed at length in chapter 6. To review them briefly, there are a number of strategies based around the use of workshops including:

1. A single statewide workshop.

2. Regional workshops.

3. Training workshops - where developers train additional people to give subsequent workshops.

4. Summer workshops.

Other strategies include: the use of demonstration or pilot programs, slide/tape presentations, video tape, direct mail of the products to the target population, and the use of teacher educators to train teachers. A variety of other activities are also presented. The relationship between D&D activities and the stages of the D&D is presented in Table 5.

Table 5

Diffusion Strategies

Strategies	Aware	Interest	Trial	Decision	Use
Workshops					
Statewide			X	X	
Regional			X	X	
Training			X	X	
Summer			X	X	
Demonstration		X	X		
Slide/tape		X	X		
Video tape	X	X	X		
Product Direct Mail	X	X	X	X	X
Teacher Educators	X	X	X	X	X
Brochures	X	X			
Catalog			X		
Student Catalog			X		X
Topic Flyer		X			
Model			X		
Site Sign	X	X			
Yellow Pages	X	X			
News Releases	X	X			
Bumper Stickers	X	X			
Advertising	X	X			
Advisory Board					X
Community Meeting	X	X			X
Conference	X	X	X	X	
Community Presentations	X	X			
Community Survey	X	X			
Facility				X	
Program Operation					X
Classes	X	X	X		X
Person-to-Person	X	X			

Role of Impact Assessment: The rapid and successful diffusion of a new educational innovation is neither easy nor common. In order to be successful, the people responsible for diffusing an educational innovation need to know what progress is being made, what is going right and what is going wrong. Impact assessment is the on-going process of evaluating the dissemination and diffusion process in relation to the ultimate goal of installing the product among the target population.

Impact assessment can contribute to the success of dissemination and diffusion efforts in a number of ways. Its most immediate contributions are illustrated in Table 6. Every step of the diffusion process implies an impact assessment. The results from those impact assessments are fed back to the diffusion planners as the basis on which they proceed or revise. Impact assessment also contributes to diffusion planning. Past data generated by impact assessment can serve as the basis on which planners choose their diffusion strategies for a particular new product that is to be installed. Over the long term, impact assessment results can serve as the basis for revisions of the over all diffusion system. Finally impact assessment, when conducted systematically over time, provides data that can be used to bring accountability to the dissemination and diffusion process.

Relation of Impact Assessment to Product Evaluation: The role of impact assessment is to revise and assess the dissemination and diffusion process. As such, the final measure for impact assessment is whether or not the people in the target group were able to make an informed decision about the adoption of the product being diffused.

TABLE 6

DISSEMINATION PLANNING: THE CHANGE PROCESS FOR PRODUCT INSTALLATION

AWARENESS	INTEREST	TRIAL	EVALUATION	ADOPTION
Identify Strategies for awareness of the product 1	Strategies for interest development 8	Strategies to give opportunity for limited trial 15	Strategies for evaluation to accept it 22	Strategies to reinforce adoption probability 29
Describe activities for awareness program 2	Descrive activities to create interest 9	Descrive activities for trial experiences 16	Describe activities for the evaluation opportunities 23	Describe activities to lead to adoption 30
Time and sequence actions 3	Time and sequence actions 10	Time and sequence actions 17	Time and sequence actions 24	Time and sequence actions 31
Implement actions 4	Implement actions 11	Implement actions 18	Implement actions 25	Implement actions 32
Assess impact of these awareness activities 5	Assess impact of these interest activities 12	Assess impact of these trial activities 19	Assess Impact of these evaluation activities 26	Assess Impact of these adoption activities 33
Identify discrepancies between objectives and present outcome 6	Identify discrepancies between objectives and present outcome 13	Identify discrepancies between objectives and present outcome 20	Identify discrepancies between objectives and present outcome 27	Identify discrepancies between objectives and present outcome 34
Review & adjust to improve awareness of the product 7	Review & adjust to improve interest in the product 14	Review and adjust for maximum effectiveness in trial or product 21	Review and adjust to improve level/ degree of acceptance 28	Review & adjust strategies to improve product installation 35

123

121

In this role, the impact assessor is focusing on the dissemination and diffusion process. In contrast, product evaluation is concerned with the degree to which the educational product can achieve its planned objectives with a minimum of negative side effects. While their focuses are different, data from each process is relevant to the other. The merits of the product clearly have a lot to do with its adoption. Strong data supporting a product's merit can be very useful to the dissemination and diffusion effort. Product evaluation data can help impact assessment account for the success or failure of the product dissemination and diffusion. Conversely, impact assessment data can be useful to the product evaluator in planning the final product evaluation. Lots of happy users are a good clue although not proof or a product's merit. Where product's have not been diffused as widely as hoped, impact assessment data may point to possible product problems that the product evaluator should study.

Impact assessment does have a product evaluation role in evaluating dissemination and diffusion products. D&D products are materials whose role is to facilitate the adoption or use of another product. Examples of D&D products are such things as slide/tapes introducing a product, workshop materials explaining product use, introductory pamphlets and media materials. Such things have positive effects only to the extent they promote the use of educational products. As such, the only possible criterion for evaluating them is the degree to which they facilitate the D&D goal of informed decision and use.

Users of Impact Assessment Information: Just as there are a variety of ways that impact assessment results can be used, there are a variety of clients who have different interests in those results. Table 7 lists the primary uses for impact assessment results and how they relate to a variety of users.

Table 7

Impact Assessment Functions*

Clients	1	2	3	4	5
Federal Agencies	X				
Department of Education	X				X
Division of Vocational Education	X				X
RDDE Bureau	X				X
Evaluation Section				X	
Dissemination & Diffusion Section		X	X		
Regional Consultants		X	X		
Program Administrators			X		
Product Developers			X	X	

*Functions:

1. Accountability
2. Future Dissemination & Diffusion Planning
3. Product Installation - Current D&D Activities
4. Product Evaluation
5. Long-Range Planning

IMPACT ASSESSMENT PROCESS

Assessment Questions - Since this impact assessment model is part of a diffusion model, it has a stable set of concerns that it must regularly address. Five basic assessment questions flow out of the diffusion process itself. They are:

1. Awareness: What proportion of the target population is aware that the product is available? Awareness in this context means knowledge of the product's existence and the general category of user needs that it can fulfill.
2. Interest: What proportion of the target group is interested in trying out the product?
3. Examination/Trial: What proportion of the target population has actually tried out or examined the product?
4. Decision: What proportion of the target population has decided to use the product?
5. Implementation: Did the adopters actually have the skills and knowledge to successfully implement the product within the constraints of their situation?

Beyond the questions implied by the diffusion model, assessing the effectiveness of the dissemination process completes the basic impact assessment questions.

Very few impact assessments will be limited to just these basic impact assessment questions. Normally the impact assessment will also be concerned with specific characteristics of the target population that relate to the success of the D&D process. Assessments

of the effectiveness of specific D&D activities and/or materials are necessary to provide the basis for future D&D planning and system revision.

While the functional concerns of impact assessment are stable, its methods will and must vary considerably. Different products, target populations, D&D plans, available resources, and intellectual and political climates will dictate different approaches. In fact, a stable, routine methodology will, almost by definition, not produce satisfactory results.

Data Collection Methods: Since impact assessment is in its infancy, there is no body of authoritatively accepted methodology to rely upon. The general body of educational research and evaluation methods can provide a basis for initial use, however, these methods must be examined and revised for use in impact assessment. Their acceptance as standard tools should await clear demonstration of their utility for impact assessment.

1. Structured Questionnaires are paper and pencil devices which ask the respondent to answer questions within the scope of some predetermined category of possible responses. They have the advantage of being direct and to the point, easy to fill out, and simple to process and interpret. They are not good for detecting either the unexpected or the unpleasant. Questionaires are not expensive, but they generate most of their costs in direct ways such as materials, postages, and computer time. The procedure for initiating

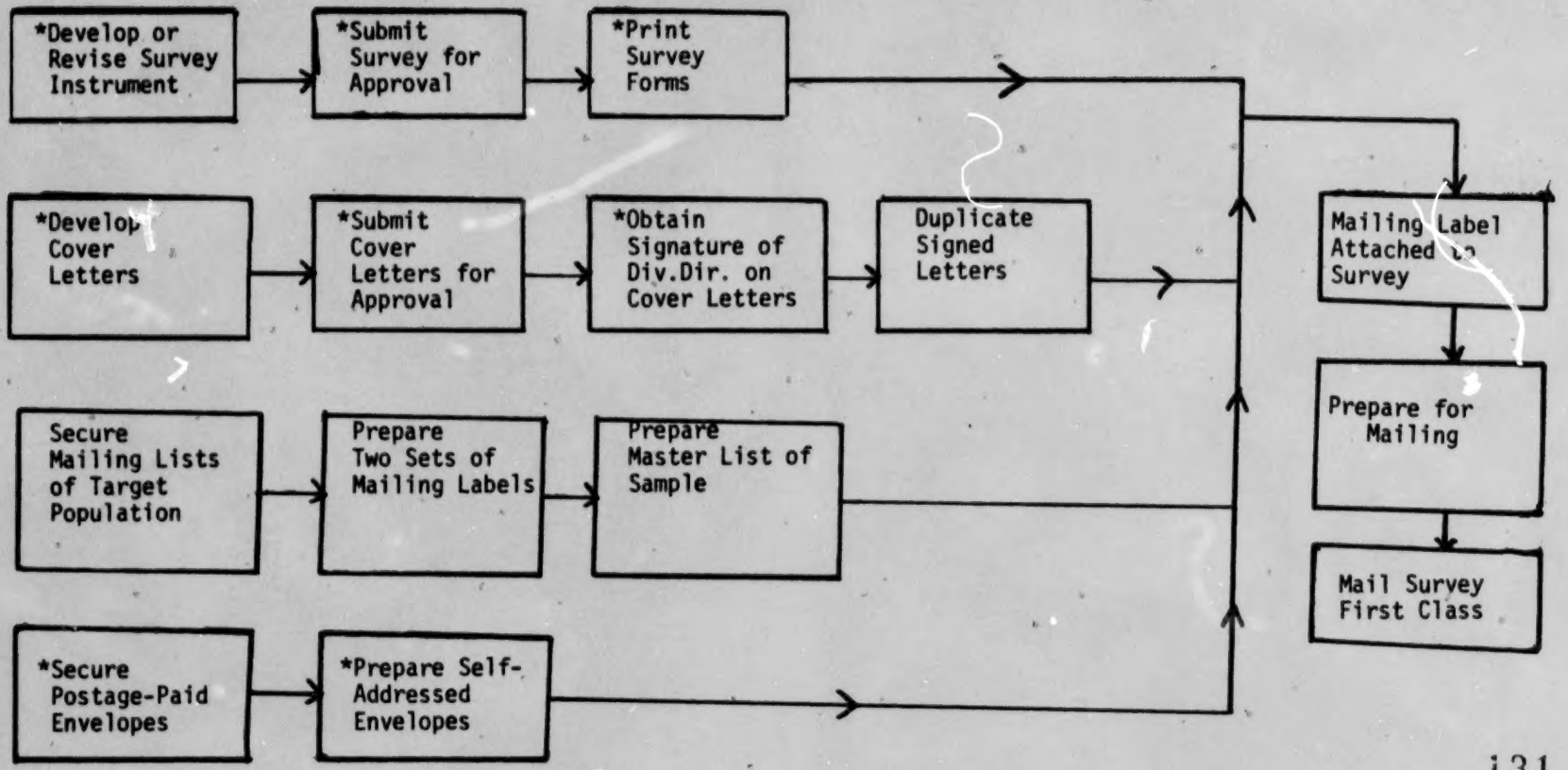
and processing a questionnaire are contained in Figures 12 and 13. Two examples of structured questionnaires are contained in Appendix A.

2. Open-ended Questionnaires - are also paper and pencil devices, but people are asked to respond in their own words to questions which are more general than those found in structured questionnaires. Open-ended questionnaires are more useful at eliciting information that was not expected. However, they take more time to answer and require analysis that is not straightforward and must be done by hand. Because analysis is judgemental, samples and instruments are normally kept small. If this is done, both material and personnel costs are small. An example of an open-ended questionnaire is in Appendix A.

3. Telephone Survey is a short list of questions that are used when questioning a person over the phone. It has the advantage of allowing a trained questioner to pursue a line of questioning on the spur of the moment. This can be a way to elicit information that was not expected and that the respondent might not have given under different circumstances. This can be very useful in identifying unexpected successes as well as problems. Telephone surveys are not efficient ways of collecting large amounts of routine data. They should be used as heuristic devices rather than as the main data collec-

Figure 12

PRE-MAILING ACTIVITIES


*Develop or Revise Survey Instrument
*Submit Survey for Approval
*Print Survey Forms
*Develop Cover Letters
*Submit Cover Letters for Approval
*Obtain Signature of Div.Dir. on Cover Letters
Duplicate Signed Letters
Secure Mailing Lists of Target Population
Prepare Two Sets of Mailing Labels
Prepare Master List of Sample
*Secure Postage-Paid Envelopes
*Prepare Self-Addressed Envelopes
Mailing Label Attached to Survey
Prepare for Mailing
Mail Survey First Class

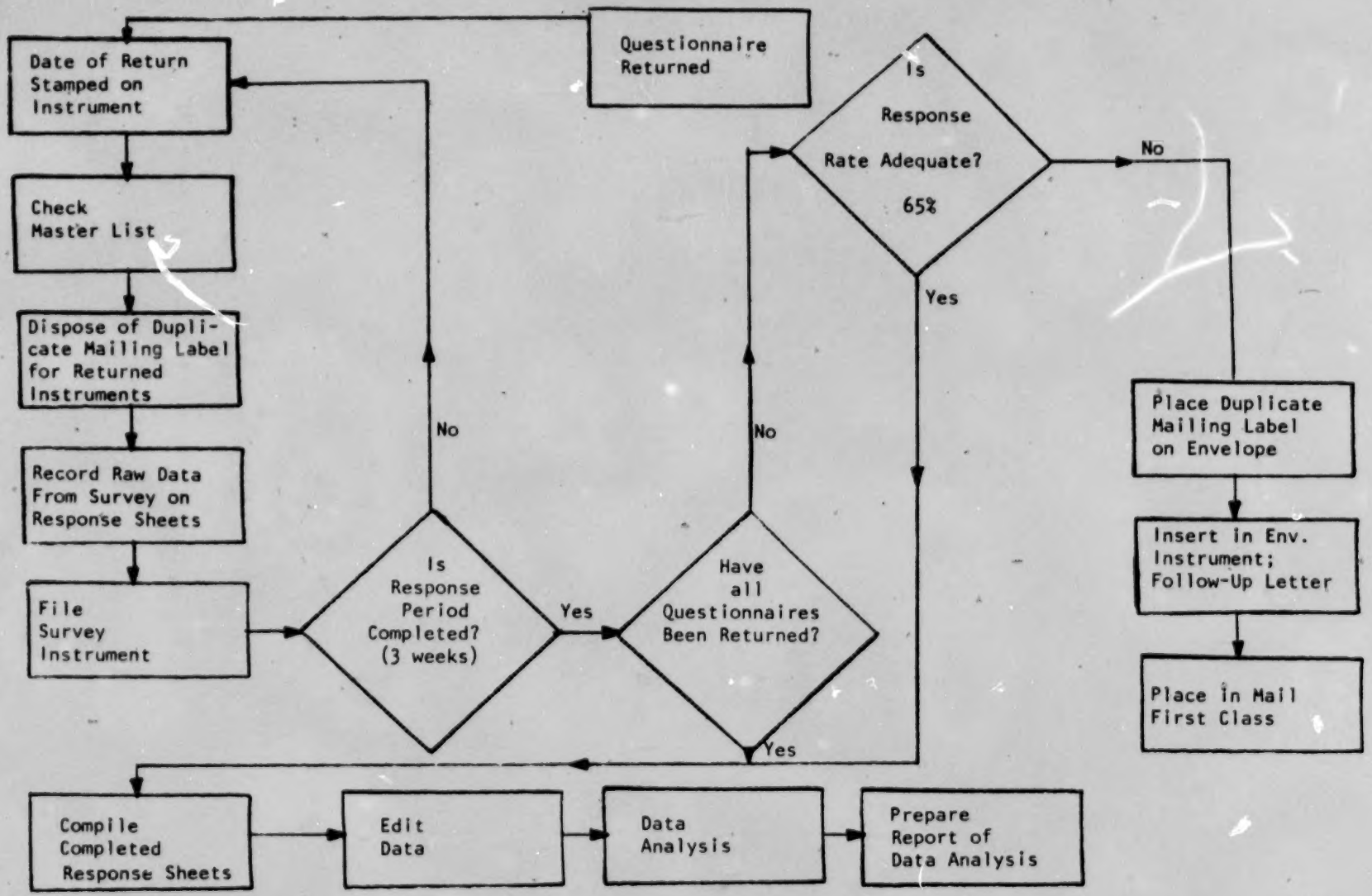
130

131

* As Required

Figure 13

Survey Instrument and Data-Handling Procedures



132

133

tion vehicle. For an institution having a WATS capability, the only cost is personnel time and the tying up of the telephone line(s) used. An example of protocol for a telephone survey is contained in Appendix A.

4. Site Visit/Personal Interview can be either a structured or an unstructured face-to-face discussion with an involved person. It has all the advantages of a telephone survey plus the ability to establish rapport and probe into greater depth. It is not an efficient way to get routine data. It requires a trained and knowledgeable person to be effective. Within the resources currently available, it must generally be utilized as a spin-off of other planned activities.

5. Knowledge Assessment is, in effect, a paper and pencil test attempting to determine the level of knowledge that the members of the target population have concerning the product and how to use it. Generally such an assessment would take the form of conventional structured response tests, e.g., multiple choice or true false. Another option that would fit well as a part of a large opinionaire is to formulate the questions in a format similar to opinion items, but where there is a correct opinion. This type of question may be somewhat less threatening than more conventionally formulated test items. Paper and pencil tests have approximately the same advantages and disadvantages as structured response

questionnaires with the exception that the statistical processes for establishing reliability and validity are more fully developed for tests of knowledge. Examples of test items are contained in Appendix A.

Implications for Impact Assessment: The factors identified by the theorists and researchers mentioned earlier should also be considered in the impact assessment of dissemination and diffusion efforts. They provide a basis for understanding the total context within which the diffusion efforts are being made. In order to facilitate the process of identifying the status of these factors with respect to a particular diffusion effort, they have been compiled into two separate checklists.

The structural factors checklist consists of items relating to unchanging aspects of the situation affecting the diffusion process. Its purpose is to provide a summary of the relative difficulty of a particular diffusion effort. It consists of nine categories:

1. Outside Support - 6 items
2. Nature of the Organization - 9 items
3. Characteristics of the Innovation - 6 items
4. The Decision Maker - 4 items
5. User Characteristics - 5 items
6. User - Innovation Match - 5 items
7. Student Characteristics - 2 items
8. Student - Innovation Match - 5 items
9. Innovation - Culture Match - 2 items.

The responses to each of these items can be totaled to produce an

overall score. The higher the score, the more factors there are working toward a successful diffusion process. A lower score indicates that a number of the structural factors do not favor successful diffusion. Naturally that will make the diffusion process less likely to succeed.

The diffusion strategy checklist identifies a number of activities that can be included in the diffusion plan. As such, it is a measure of the magnitude of the diffusion effort itself. The diffusion strategy checklist contains five categories:

1. Outside Support - 3 items
2. Diffusion System - 12 items
3. Decision Maker - 3 items
4. Users - 7 items
5. Students - 5 items.

This check list is also designed to be summarized by a single score. A high score indicates that a maximum diffusion effort is being made. Since a greater effort is likely to increase the chances of a successful diffusion process, a high score indicates a greater chance of successful diffusion. A low score indicates a lower level of diffusion effort and consequently a lower chance of successful diffusion. A low score indicates a lower level of diffusion effort and consequently a lower chance of successful diffusion.

The two checklists are designed to be used together. High scores on both checklists indicate a good chance of successful diffusion. Low scores on both instruments indicate less chance of successful diffusion. These checklist scores can be combined

with other measures of the magnitude of the task and of the resources. For instance, the structural factors score can be combined with estimates of the number of users in the target population. By the same token, the diffusion strategies score can be examined in light of the actual money and people assigned to the diffusion effort. For example, one diffusion effort might concern itself with a small target population for which the structural factors seemed to favor their acceptance of the innovation to be diffused. If that situation were combined with a diffusion strategy that produced a high score on the diffusion strategy checklist and were backed by ample resources in terms of people and money, successful diffusion would be assured.

Impact Assessment Uses: These checklists can be used by the person conducting impact assessments in a number of ways. If the impact assessor is involved in the diffusion planning process, these checklists can be used to review the diffusion plan. The structural factors checklist can be used to identify anticipated problem areas. Combined with the size of the target population, it can be used to assess the magnitude of the task facing the diffusion planners. With this in mind, the diffusion strategies checklist can be used to review the diffusion plan. This review can suggest the likelihood of success as well as the balance between the task to be accomplished and the resources devoted to that task. Where the available information suggests that there is a major discrepancy between the task and the resources, the impact assessor may be able to work with the diffusion planner to bring the two into closer alignment.

Once the diffusion effort is under way, these checklists can help the impact assessor interpret the results of the data that he has gathered on the success of the diffusion effort. The first step may be to revise the scoring of the checklists based on the data obtained through impact assessment. Once this is done, the checklists can again be used to determine the size of the task in relation to the efforts devoted to accomplishing it. This is important to a correct interpretation of the impact assessment data. For instance, the impact assessment may show that a moderate amount of progress is being made. If the size of the target population were small, the structural factors favorable, the diffusion strategy, elaborate and the resources substantial; the conclusion would be that moderate progress was unacceptable. The diffusion process should be reviewed to determine what was the problem. On the other hand, in the more likely circumstance of a large target population, unfavorable structural factors, a simple diffusion strategy and limited resources, moderate progress might be a great success. Considering these factors will make feedback by the impact assessor to the diffusion people much more valuable.

This same sort of process should be incorporated in the recommendations for system revision that are contained in the final report of a particular impact assessment. The major difference is that a longer term view is necessary. This will result in more attention being paid to the ways that structural factors can be changed.

Strengths and Limitations: The strengths of these checklists are their research based and ease of use. They incorporate the insight, research, and experience of a number of experts writing over a fifteen year period. At the same time, the checklists have limitations. While they are research based, they have not themselves been tested. Specifically, the summary score is a construct that has not been tested for its validity or utility. The research on which the checklists are based is itself subject to change and revision based on new research findings. The impact assessment process is an excellent vehicle for this kind of testing and revision. Just as importantly, the checklists are no better than the accuracy of the perceptions of the people using them. Greater knowledge of the situation and more experience in dissemination, diffusion, and impact assessment will increase the accuracy of those perceptions. Naturally, as new data come in they should be included as well.

Types of Reports: There are three basic types of reports of impact assessment results: full impact assessment, decision summary, and profile. Examples can be found in Appendix B. These three basic types of reports can be adapted for special purposes.

A full impact assessment reported will normally be similar in size and format to a scientific educational research paper, since its function is basically conveying knowledge gained. It will differ in that is has a decision summary aimed at reported essential information to the relevant decision makers. Besides the decision summary, it will normally contain an introduction, assess-

ment questions, methods, results and discussion sections. This report is geared to meeting the needs for information in the areas of long-range planning, system revision, accountability, and product evaluation.

A decision summary is a short (two or three page) document focussing on the key findings and recommendations resulting from an impact assessment. It is keyed to the needs of the decision maker for which the summary is intended. This is a more "action" rather than "knowledge" oriented report. Its primary use is for products which still have active diffusion efforts and require immediate information. It can also be used as an accountability document when no further actions are planned or as an interim report when waiting for the full report would delay the process of providing information to decision makers.

The final type of report is the profile. It is a one page document with little or no verbiage. Its purpose is to provide a rapid summary of the current status of a product along the dimensions of awareness, interest, evaluation/trial, decision, and implementation. There data would be provided in either tabular or graph form. If there is easily presentable information on process breakdowns that would also be included. This report is keyed to rapid response to the needs of decision makers and/or planners concerning the diffusion status of a particular product. The profile would also be useful as an accountability document for minor products.

SUMMARY

The change process in education has received much attention primarily because of a concern with its perceived slowness and inefficiency. This has led a number of researchers and theorists to investigate the process by which educational innovations are diffused. Based on their thinking, a diffusion model has been postulated including the five stages of awareness, interest, trial/evaluation, decision, and implementation. Working from this model, a large number of diffusion strategies have evolved. In order to close the feedback loop, those people responsible for educational change need information on the success of their efforts. Impact assessment is the on-going process of evaluating and reporting on the diffusion process in relation to the ultimate goal of installing the innovation in the institution. The diffusion model provides benchmarks against which the progress of the diffusion process can be measured. A variety of standard educational research techniques can be adapted to the function of assessing the diffusion process. Specific adaptations have been included in this chapter. Three types of documents, the report, decision summary and profile, have also been discussed in relation to their appropriateness for specific clients and functions.

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APPENDICES

APPENDIX A

IMPACT ASSESSMENT TOOLS

CONTENTS PAGE

Structured Questionnaire - Impact Assessment of Operation of an Area Vocational Technical Center

Structured Questionnaire - Impact Assessment of V-TECS Catalog

Open-ended Questionnaire - General Impact Assessment Form

Telephone Survey Protocol - V-TECS Catalog

Knowledge Assessment - V-TECS Catalog

Diffusion Planning Checklist - Structural Factors

Diffusion Planning Checklist - Diffusion Strategy

Diffusion Product Checklist - General

Diffusion Presentation Checklist - Persuasive Presentations

Will you do us both a favor?

We are trying to assess the effectiveness of the dissemination and diffusion of the booklet, Operation of an Area Vocational-Technical Center.

The production and distribution of this booklet was done to help you. You can help us improve our future efforts by responding to this questionnaire. Please take a few minutes and answer it. When you are done, refold the form so that the return address is visible and mail it.

Thank you for your help.

Sincerely,

Joe D. Mills

Joe D. Mills, Director
Division of Vocational Education

FIRST CLASS
PERMIT NO. 59
TALLAHASSEE, FL.

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN UNITED STATES

POSTAGE WILL BE PAID BY

Dissemination/Diffusion Section
Bureau of Research, Dissemination and Evaluation
Division of Vocational Education
FLORIDA DEPARTMENT OF EDUCATION
Tallahassee, Florida 32304

INSTRUCTIONS

1. Read the following questions carefully and for each question select the appropriate answer(s) by placing a check in the space provided.

2. When you have answer all the questions, refold the survey form so that the business return address shows, staple the form closed, and mail. No stamp is necessary.

---

1. Prior to receiving this questionnaire were you aware that this publication was available? Yes____ No____

   If no, do not answer the remaining questions. If you would like to receive this publication, indicate how many copies and return immediately. _____

2. If you were aware of its availability, were you interested in receiving this publication? Yes____ No____

3. Have you received a copy of this publication? Yes____ No____

4. Did you or other members of your organization review this publication to see if it was useful? Yes____ No____

5. Is it a useful publication? Yes____ No____

   If yes, how is this booklet used? (check all that apply.)
   ____ Reference
   ____ Operational planning
   ____ Staff training
   ____ Introduction to interested persons
   ____ Other (specify) _____

6. Who uses the publication? (check all that apply.)

   ____ Director
   ____ Administrators
   ____ Instructors
   ____ Others (specify) _____

7. Do you have enough copies of the booklet now? Yes____ No____

   If no, how many do you need? _____

8. How did you receive the booklet? (check all that apply.)

____ Direct mail
____ In service training
____ Regional Consultant
____ School District Administrator
____ Community College Administrator
____ Request to Dissemination/Diffusion Section
____ Other (specify) _____

9. Was the distribution method satisfactory? Yes____ No____

10. Did anyone within your organization participate in the development of this publication? Yes____ No____

11. Did anyone within your organization receive any training in the use of this publication? Yes____ No____

12. Do you think that there is a need for training in the use of this publication (in addition to the training received, if any)? Yes____ No_____

If yes, what areas require additional training?
_____ Using Florida School Law
_____ Using Florida State Board of Education Regulation
_____ Other (specify) _____

13. Are there any other barriers to your use of this publication? Yes____ No____

If yes, what are they?
____ Staff training on use
____ Not enough copies available
____ Statutes and other documents referenced are not available
____ Problems with the manual itself
____ Other (specify) _____

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
Tallahassee, Florida 32304
Ralph D. Turlington, Commissioner

TO: Florida Vocational Educator

RE: Follow-up Survey

Will you do us a favor?

We are conducting a statewide survey of vocational educators' opinions about the methods of distributing Florida V-TECS _____ catalogs.

As a vocational educator, you will contribute significantly to the success and accuracy of the study by responding to this questionnaire. Please take a few minutes of your time to answer the questions on the form. When you have answered all questions, refold the form so that the return address is visible and mail.

Of course your reply is confidential and will be used only in combination with others. The identification code on each questionnaire is to be used only to contact nonrespondents.

Thank you for your help.

Sincerely,

Joe D. Mills

Joe D. Mills, Director
Division of Vocational Education

Instructions

1. Read the following 14 items carefully and for each question select the most appropriate answer by placing a check in the box provided. Select only one response for each item.

2. When you have answered all the questions, refold the survey form so that the business return address shows, staple the form closed, and mail. No stamp is necessary.

3. If you ***DID NOT*** receive a V-TECS catalog related to this area of study check ONLY the following box and return the survey unmarked.

☐ I DID NOT RECEIVE A CATALOG

Part I - Personal Data

1. My sex is:

a. ☐ male
b. ☐ female

2. My present age is:

a. ☐ 25 or under
b. ☐ 26-40
c. ☐ 41-60
d. ☐ 61 or over

3. My highest academic degree is a:

a. ☐ high school diploma
b. ☐ college credit less than a bachelor's degree
c. ☐ bachelor's degree
d. ☐ bachelor's plus course credits
e. ☐ master's degree
f. ☐ master's plus course credits
g. ☐ doctorate

4. I work in a:

a. ☐ high school
b. ☐ community college
c. ☐ area vocational school
d. ☐ county office
e. ☐ other _____ (specify)

5. I am employed as:

a. ☐ a full-time teacher
b. ☐ a part-time teacher
c. ☐ an administrator
d. ☐ other _____ (specify)

6. My teaching experience totals:

a. ☐ 2 years or less
b. ☐ 3-8 years
c. ☐ 9-14 years
d. ☐ 15 years or over

7. My teaching experience related to this catalog totals:

a. ☐ 2 years or less
b. ☐ 3-8 years
c. ☐ 9-14 years
d. ☐ 15 years or over

8. My occupational experience related to this catalog totals:

a. ☐ 2 years or less
b. ☐ 3-8 years
c. ☐ 9-14 years
d. ☐ 15 years or over

Part II- Catalog Acquisition

9. I received a catalog from:

a. ☐ an in-service workshop
b. ☐ a regional consultant
c. ☐ an administrator
d. ☐ a teacher
e. ☐ other _____
(specify)

10. The method by which I received the catalog was:

a. ☐ satisfactory
b. ☐ unsatisfactory

Part III- Catalog Instruction and Usage

11.A I received training on the use of the catalog through:

1. ☐ in-service workshop instruction
2. ☐ small-group instruction
3. ☐ individual instruction
4. ☐ self-instruction

11.B I did not receive training on the use of the catalog.

☐

12.A The instructions I received on the use of the catalog were:

1. ☐ satisfactory
2. ☐ unsatisfactory

12.B I did not receive instruction on the use of the catalog.

☐

13. I would prefer to learn how to use the catalog through:

a. ☐ in-service workshop instruction
b. ☐ small-group instruction
c. ☐ individual instruction
d. ☐ self-instruction
e. ☐ other _____
(specify)

14. Since receiving the catalog:

a. ☐ I am presently using it.
b. ☐ I have used it, but am no longer using it.
c. ☐ I plan to use it.
d. ☐ I am not using it because I received the catalog too late in the school year.
e. ☐ I am not using it because I received no instructions.
f. ☐ I am not using it and have no plans to use it.

15. Additional Comments:

If you have any comments you wish to share, please use the space below:

_____
_____
_____
_____
_____
_____
_____

FIRST CLASS
PERMIT NO. 59
TALLAHASSEE, FL.

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN UNITED STATES

POSTAGE WILL BE PAID BY

Dissemination/Diffusion Section
Bureau of Research, Dissemination and Evaluation
Division of Vocational Education
FLORIDA DEPARTMENT OF EDUCATION
Tallahassee, Florida 32304

TELEPHONE SURVEY PROTOCOL

Hello, my name is _____. I am with the Division of Vocational Education. I am calling concerning the _____ V-TECS Catalog.

1. Have you received training on V-TECS in general or on this catalog in particular?

   (If no to both, ask if the person has heard of V-TECS. If no, say that you will send information and EXIT)

2. Do you have a copy of the _____ catalog?

   (If no, ask:

   a) Would you like to received a copy?
   b) Have you tried to get a copy? If Yes,
   c) How?

   EXIT)

3. Have you looked the catalog over?

   (If no, EXIT)

4. What do you think of it?

   (If not positive, ask:

   a) What is wrong with it?
   b) How could it be improved?

   the EXIT)

5. Are you using it in your classes?

   (If no, ask "Who not?"
   The EXIT)

6. Have you had any problems using it?

   (If no, EXIT)

7. What are the problems?

EXIT- Thank you very much for your help. Getting comments from teachers like yourself can help us give you better support. Thanks again.

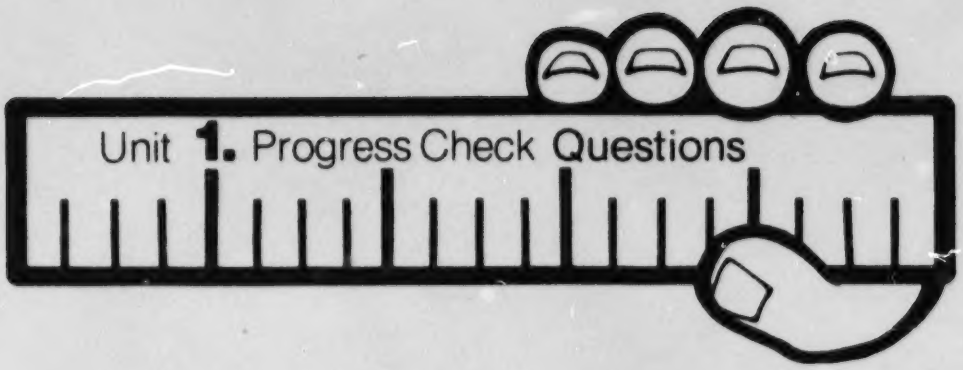
TELEPHONE SURVEY RECORD SHEET

Instructions: Use the checklist at the top to record responses to your questions. Record any additional comments at the bottom of the form.

Awareness	YES	NO
1. Is the person aware/trained in V-TECS?	____	____
2. Is the person aware/trained on this catalog?	____	____
Interest		
3. Does the person have this catalog or want a copy?	____	____
Trial		
4. Has the person examined the catalog?	____	____
Decision		
5. Does the person think the catalog is useful?	____	____
Implementation		
6. Is the person using the catalog?	____	____

INFORMATION ABOUT THE RESPONDENT:

RESPONDENT COMMENTS:



AN INTRODUCTION TO FLORIDA/V-TECS

Directions: For each of the following questions, indicate the correct answer, or answers, by placing the appropriate letter in the box, or boxes, to the left of the question. Note that this ***Unit Progress Check*** is a carbon set easily removable from the Guide. Answers recorded on this page will also be transcribed upon the following duplicate page.

Answer

☐ 1. The term "V-TECS" stands for the:
   a. Vocational-Technical Education Curriculum System
   b. Vocational-Technical Curriculum for Schools
   c. Vocational-Technical Education Consortium of States
   d. Vocational Training and Education Committee of States.

☐ 2. The V-TECS organization is composed of several:
   a. counties and two districts in Florida
   b. states and two branches of the military
   c. regions and three states
   d. countries and two military agencies.

☐ 3. The primary purpose of the V-TECS organization is to:
   a. establish political ties between vocational education and government
   b. train teachers to individualize instruction
   c. prepare catalogs of occupational objectives.

☐ 4. The primary curriculum use of V-TECS catalogs is to aid in:
   a. developing daily lesson plans
   b. writing Performance Objectives for an occupation
   c. surveying existing instructional programs
   d. establishing competency-based instruction.

☐ 5. Florida/V-TECS catalogs are distinguished from many other curriculum aids by being comprehensive:
   a. handbooks of Performance Objectives, Performance Guides, and Criterion-Referenced Measures
   b. teaching manuals which include teaching methods, lesson plans, and Criterion-Referenced Measures
   c. student instructional units, study guides, and Performance Objectives.

☐ 6. The unique feature of Florida/V-TECS catalogs that establishes their validity is that they:
   a. are analyzed by computer
   b. are reviewed by regional boards of experts
   c. are reviewed by actual workers in the occupation
   d. are reviewed by the U.S. Department of Labor.

☐ 7. Which of the following best describes the scope of the V-TECS catalog project?
   a. Each member state will develop approximately 10 catalogs, completing the entire project within a year or two.
   b. The project is long-term, involving many people developing catalogs for a narrow range of occupational areas.
   c. Catalogs will be developed for a wide range of occupations and will involve hundreds of people working for several years.

☐ 8. Which of the following sequential lists *best* describes the Florida/V-TECS catalog development and production process?
   a.
   - V-TECS determines state catalog needs and assigns specific catalog development.
   - Computer conducts task analysis of occupation.
   - Task Inventory Booklet developed and reviewed by workers in occupation.
   - Field Review Catalog developed and reviewed by workers in occupation.
   - Catalog accepted and distributed by V-TECS.
   - Selected Florida workers in occupation verify catalogs developed out of state.
   - Career Education Center augments catalogs and produces training materials.

b.
- A state proposes a prospective catalog to V-TECS.
- V-TECS assigns catalog development to state.
- Task analysis conducted through interviews with workers.
- Task Inventory Booklet developed and reviewed by workers in occupation.
- Field Review Catalog developed and reviewed by workers in occupation.
- Catalog accepted and distributed by V-TECS.
- Selected Florida workers in occupation verify catalogs developed out of state.
- Career Education Center augments catalogs and produces training materials.

c.
- A state proposes catalog.
- Task analysis conducted through interviews with workers.
- Task Inventory Booklet developed and reviewed by workers in occupation.
- Field Review Catalog developed and reviewed by workers in occupation.
- Catalog accepted and distributed by V-TECS.
- Career Education Center augments catalogs and produces training materials.

☐ 9. Which of the following three lists presents the five components of a typical Florida/V-TECS catalog page?

a.	b.	c.
Duty	Instructional Goal	Duty
Domain	Instructional Objective	Task
Objective	Criterion Measure	Performance Objective
Measure	Instructional Guide	Criterion-Referenced Measure
Guide	Instructional Material	Performance Guide

10. Match the following terms to the appropriate definitions.

Duty	a. a distinct major activity in an occupation
Task	b. describes step by step how a Task is performed on the job
Performance Guide	c. a small unit of work
Criterion-Referenced Measure	d. a statement of an observable, measurable activity that a learner must perform
Performance Objective	e. a test item requiring the learner to perform a Task in a given situation according to a given standard

11. Which of the following three lists specifies the three components of a Performance Objective?

a. standard
condition
behavior

b. procedure
standard
goal

c. condition
goal
standard

12. Indicate whether each of the following Performance Objectives is complete or incomplete in terms of the three necessary characteristics for such objectives. Write "a" if complete and "b" if incomplete.

The student will have good work attitudes.

Using an angle gauge, paper, and pencil, the student will be able to construct a right triangle and an isosceles triangle with 100 percent accuracy.

Given sewing machine, cloth, and thread, the student will be able to stitch a buttonhole.

Given drawings of compound flower parts, the student will appreciate the complexity of this flower variety.

13. Identify three parts of the following Performance Objective, using "s" for standard, "c" for condition, and "b" for behavior.

☐ Given an electric typewriter, paper, and a shorthand letter,

☐ the learner will type a one-page business letter

☐ in 10 minutes with fewer than 5 errors.

☐ 14. A Criterion-Referenced Measure functions as:
   a. a guide to instructional planning and a measure of student performance
   b. a guide to instructional planning and a predictor of instructional time
   c. a classifier of behaviors and a guide to instructional planning.

15. For the following Performance Objective, indicate whether each of the three Performance Guides is appropriate or inappropriate. Write "a" if appropriate and "b" if inappropriate.

Performance Objective: Given an area of sod to be cut and a sod cutter, cut the sod in such a way that it will meet the purposes for which it is to be used. Size of cut sod must meet the instructor's specifications.

☐ ***Performance Guide 1:***
   a. Identify sod type.
   b. Obtain sod cutter.
   c. Cut sod.

☐ ***Performance Guide 2:***
   a. Check lubrication of sod cutter.
   b. Level cutting bar and make other mechanical adjustments if necessary.
   c. Cut sod to specifications.
   d. Clean sod cutter following use and return it to proper place.

☐ ***Performance Guide 3:***
   a. Stake out area of sod to be cut.
   b. Prepare sod wagon for removal of sod to replanting location.
   c. Cut sod to size.
   d. Remove sod to replanting location.
   e. Replant sod in new location.

DIFFUSION PLANNING CHECKLIST

STRUCTURAL FACTORS

Innovation - Briefly describe the innovation_____

_____

Instructions: for each question, check YES or No based on your best estimate of the situation.

Yes	No	
		1. Outside factors-
___	___	a) Is there support (actual or potential) for the product from people or organizations outside the school?
___	___	b) Is the support active now?
___	___	c) Can the innovation be adopted without conflicting with external legal controls, e.g. state mandated curricula?
___	___	d) Can materials for use with the innovation, be obtained without external approval, e.g. without state approval?
___	___	e) Can the innovation be adopted without conflicts with accreditation standards?
___	___	f) Does the innovation avoid a conflict with requirements for subsequent schooling or employment?
		2. Nature of the adopting organization-
___	___	a) Is the organization primarily rewarded for producing results?

YES NO

___ ___ b) Within the organization is authority to adopt the innovation at or near the user?

___ ___ c) Does the organization seem to have a high level of administrative efficiency?

___ ___ d) Does the organization have history of being both receptive to and successful with innovative practice?

___ ___ e) Are most people within the organization not guaranteed life-long employment?

___ ___ f) Does the organization have a moderate, neither high nor low rate of turnover of personnel?

___ ___ g) Are a high percentage of people assigned to jobs relevant to their background, interests and skills?

___ ___ H) Is there a unit within the organization responsible for promoting change?

___ ___ i) Does the organization allocate specific resources to promoting change?

3. Characteristics of the innovation-

___ ___ a) Does the innovation incorporate support services available to user's attempting to implement the innovation?

___ ___ b) Is the innovation a set of materials rather than a set of behaviors?

___ ___ c) Is the innovation low cost?

___ ___ d) Is there hard data supporting the results claimed for the innovation?

YES NO

___ ___ e) Is the innovation suitable for commercial distribution?

___ ___ f) Is it available commercially?

4. The decision maker relevant to the adoption of the innovation (may be superintendent, district staff, principal, etc.)

___ ___ a) Do the relevant decision-makers tend to be young?

___ ___ b) Have they been in their positions a relatively short period of time?

___ ___ c) Are they fairly professional (formal education, attend professional meetings, etc.)?

___ ___ d) Do they seek advice from sources outside their immediate colleagues?

5. User characteristics- the people who actually use the innovation on a day-to-day basis.

___ ___ a) Do they tend to be willing to take risks rather than playing it safe?

___ ___ b) Do their rewards come primarily on the basis of producing results?

___ ___ c) Do they have a history of being able to adapt successfully?

___ ___ d) Do the users have a number of sources of information relevant to general subject area of the innovation?

___ ___ e) Will the users be in contact with other users?

YES NO

6. User- innovation match-

___ ___ a) Does the innovation utilize existing user's skills rather than require them to develop new skills?

___ ___ b) Does the innovation tend to increase user's (independence)?

___ ___ c) Is the innovation non-threatening?

___ ___ d) Is the innovation likely to fit into the user's existing frame of reference rather than requiring them to adopt a new one?

___ ___ e) Does the innovation lighten the user's workload?

7. Student characteristics- (if students use or are substantially affected by the innovation).

___ ___ a) Do they tend to be willing to take risk rather than play it safe?

___ ___ b) Are they primarily concerned with learning?

8. Student- innovation match-

___ ___ a) Does the innovation utilize existing skills rather than requiring the student to develop new skills?

___ ___ b) Does the innovation fit the student's existing frame or reference rather than requiring them to adopt a new one?

___ ___ c) Does the innovation increase student independence?

YES NO

___ ___ d) Does the innovation lighten the student's work load?

___ ___ e) Is the innovation non-threating?

9. Innovation-culture match-

___ ___ a) Does the innovation fit in with the existing cultural values?

___ ___ b) Does it utilize common patterns of behavior within the culture?

_____ 10. Summary-total number of "Yes" responses (41 maximum).

DIFFUSION STRATEGY

YES NO

1. Outside Support-

___ ___ a) Is existing outside support utilized?

___ ___ b) Are additional outside support groups developed?

___ ___ c) Are mechanisms developed to increase user's contract with outside support groups?

2. Diffusion system-

___ ___ a) Are services available to support implementation of the innovation?

___ ___ b) Are change agents established?

___ ___ c) Is the adoption plan unlikely to attract people who have existing problems unrelated to those that the innovation might help solve?

___ ___ d) Is the diffusion adoption system unlikely to require either frequent or substanial changes?

___ ___ e) Is the diffusion/adoption system unlikely to create resentment and resistance from other parts of the adopting school or district?

___ ___ f) Can the magnitude of problems be successfully estimated?

___ ___ g) Is the diffusion/adoption system likely to generate a series of successes rather than delays, failures and problems?

___ ___ h) Can resources over and above normal operating resources be supplied to the user during the adoption process?

YES NO

___ ___ i) Does the diffusion/adoption system use existing informal organizational structures? (If a new organization is being formed, answer No).

___ ___ j) Are specific persons assigned to the role of promoting the innovation withing the adopting organization?

___ ___ k) Can the amount of change that the users must make be successfully reduced by training them in specific skills?

___ ___ l) Are the users being successfully trained in general change/adoption skills?

3. Decision-makers-

___ ___ a) Is there a high probability of overall positive consequences for successful adoption?

___ ___ b) Overall do outsider groups relevant to the decision-maker support the innovation?

___ ___ c) Is the decision-maker put in touch with other groups which do support the innovation?

4. Users-

___ ___ a) Is the rate of change for users within their capability to adapt?

___ ___ b) Is the change process likley to be pleasureable?

___ ___ c) Does the change process avoid placing additional work and/or costs demands on the user?

YES NO

___ ___ d) Are there other incentives to make up for any aversive consequences?

___ ___ e) Is there a high probability that successful adoption will lead to positive consequences for the user?

___ ___ f) Can the users be put in contact with outside groups supporting the innovation?

___ ___ g) Are the users in frequent communication with other users?

5. Students-

___ ___ a) Is the rate of change within the student's capability to adapt?

___ ___ b) Is the change process likely to be pleasureable?

___ ___ c) Does the change process avoid placing additional work and/or cost demands on the student?

___ ___ d) Are there incentives to compensate the student for any aversive aspects of the innovation adoption process?

___ ___ e) Is there a high probability that successful adoption will lead to positive consequences for the student?

_____ 6. Summary- Add up the total number of "Yes" responses. (30 maximum)

DIFFUSION PRODUCT CHECKLIST

Instructions - Examine the diffusion product thoroughly before filling out the checklist. After you have done this, run through the product as you fill out the checklist. For each question, check yes if the product exhibits the characteristic referred to in the question. Check no, if it does not have that feature.

	Yes	No	
			RATIONALE
1.	____	____	At least one reason is given to the user why it would be valuable to adopt the product.
2.	____	____	Reason(s) given for adopting the product seem related to values held by the intended users.
3.	____	____	At least one way in which the product is related to a general movement or situation is given.
			PREREQUISITES
4.	____	____	The learners for which the product is intended are described.
5.	____	____	The prerequisite skills required of the learners are stated.
			OVERVIEW
6.	____	____	A description of the product is present.
7.	____	____	The description is related to the objectives of the product.
8.	____	____	The description is complete.
9.	____	____	The general area in which the product falls, is described.

RESOURCES

	Yes	No	
10.	____	____	Any resources needed other than those that are within the product itself are listed.

USER'S INSTRUCTIONS

11.	____	____	Instructions are related to the user for which the product is designed.
12.	____	____	The instructions seem to incorporate all the necessary steps that would enable the user to successfully use the product.
13.	____	____	If motor skills are involved, each discrete operation is enumberated.
14.	____	____	Instructions seem up-to-date.
15.	____	____	Instructions do not contain material irrelevant to the product.
16.	____	____	Instructions define any unfamiliar terms when introduced.
17.	____	____	Examples are present.
18.	____	____	Examples and illustrations are appropriate to the intended users.
19.	____	____	Examples of the key concepts or akills are available.

PRESENTATION

	Yes	No	
20.	____	____	If presentation sequence alternatives are present, a recommended sequence exists.
21.	____	____	The activities and content seem sequenced properly.
22.	____	____	The presentation seems interesting.
23.	____	____	The presentation operates through the sense channels most appropriate to the topic.
24.	____	____	"Hands on" activities are included or not included as appropriate.
25.	____	____	The presentation employs humor.
26.	____	____	The presentation involves the learner in game-type situations.
27.	____	____	The presentation uses suspense to hold learner's interest.
28.	____	____	The presentation uses different type styles, color, and white space to achieve an effective format.

SELF-ASSESSMENT

29.	____	____	A self-assessment is present.
30.	____	____	The self-assessment conditions are similar to the conditions under which the user normally operates.
31.	____	____	The self-assessment seems to require the abilities that the product will require of the user.

DIFFUSION PRESENTATION CHECKLIST

PERSUASIVE PRESENTATIONS

Instructions: Check Yes if the presentation has the characteristic. Check No if it does not.

General: This checklist is designed to help review presentations in which it is anticipated that the audience is skeptical of the message to be presented. Thus these presentations must try to change the audience's opinion on some matter. For additional information and guidance on using this checklist, see the reverse.

Yes	No		
____	____	1.	Is the opinion to be changed (target opinion) clearly defined?
____	____	2.	Is the presentation fast-paced?
____	____	3.	Are connections made between the position presented and other opinions the audience holds?
____	____	4.	Are the conflicts between the target opinion and other opinions held by the audience pointed out?
____	____	5.	Are arguments for the target opinion presented effectively but nonetheless refuted?
____	____	6.	Is the presentation even-handed?
____	____	7.	Are factual aspects of the target opinion attacked prior to attacking the evaluative aspects of the opinion?

Yes No

___ ___ 8. Are highly discrepant messages presented by high credibility people?

___ ___ 9. Are people who are relatively unknown to be the audience used to present moderately discrepant messages?

CONVINCING THE UNCONVINCED*

1. Make the presentation fast paced. One way to do this is to use slides or other audio-visual materials. This keeps the people interested and busy and does not give them time to sit and formulate their arguments against your point of view. You may be able to keep their attention on your point of view and not their own existing ideas.
2. Induce conflict between the opinion that you wish to change and another opinion of theirs. If it is possible to induce the conflict between the target opinion and one that is stronger, more deeply held, that is excellent.
3. Present the arguments for the point of view that you oppose in the strongest possible way and then destroy them. This is very effective. Caution: A weak presentation of your own argument that can be effectively refuted is much worse than no presentation at all. It tends to immunize people against later presentations that would not be possible to refute.
4. Avoid showing people that you are trying to convince them. Make your presentations even-handed in tone. The effect should be that the evidence is speaking for itself. Note: that this works together with the technique in 3 above.
5. Attack ideas about factual matters rather than opinions. Where there is a choice attack ideas about facts because those ideas are easier to change. Where both most be attacked, attack the opinions regarding facts first.

6. People without high credibility to the audience are most effective in changing opinions when they present a point of view that is moderately discrepant from that of the audience. When they present highly discrepant points of view, the audience rejects the speaker and experiences little opinion change.
7. With people that are highly credible to the audience, a highly discrepant message will have the most effect on opinions.
8. Try to present first. The first presentation, especially if it has attacked the oppositions arguments effectively will interfere with the audiences memory of the opposition's arguments. EXCEPTION: If the two presentations are closely followed by a vote or some other action, and it is your goal to influence that action, it is more desireable to go last. However, your long range effect will be less.

*This is principally geared to a speech or other audio-visual presentation.

APPENDIX B

EXAMPLES OF IMPACT ASSESSMENT REPORTS

Contents Page

1. Full Impact Assessment Report - The accompanying report illustrates the general types of treatment given in an impact assessment report. However, the particular product and dissemination & diffusion effort was not large or complex. For this reason the report is smaller than would be found for a large complex product requiring a correspondingly large D&D effort.
2. Decision Summary - The decision summary is identical to the decision summary contained in the full impact assessment report. This illustrates that the main difference between the decision summary and the report is the depth of the reporting not the depth of data collection or analysis.
3. Profile - The profile is for the same product as the above two reports. However, it illustrates that not only is the report format simpler, there is much less information contained in it. The data collection and analysis necessary to compile a profile may be much less extensive than that required to produce the other two types of documents.

1. Full Impact Assessment Report

THE OPERATION OF AN AREA VOCATIONAL-TECHNICAL CENTER

IMPACT ASSESSMENT

Decision Summary

1. Finding - A large proportion of the principals of comprehensive high school and deans of community college vocational-technical programs were not aware of the publications existence. Many people in all areas who were aware reported needing additional copies of the publication. In addition the publication has been out of stock recently.
   Recommendation - Send a letter to all members of the target groups announcing its renewed availability along with an order blank. Announce its availability in the Florida Vocational Journal.
2. Finding - Those people who had received the publication have adopted and used it successfully.
   Rec_____ - The publication should be considered successfully diffused. No further diffusion activities are required.
3. Finding - Many vocational-technical center directors and community college deans use this publication as an introduction to vocational-technical centers for staff and other persons.
   Recommendation - Consideration should be given to developing a publication specifically designed for this purpose, pro-

bably including illustrations, pictures, facts and figures.

4. Finding - One third of the respondents reported needing training on the use of Florida Statutes and State Board of Education Regulations beyond that required to use this publication.

   Recommendation - An investigation should be made to determine if this is a valid need requiring product development or staff training activities.

Action Recommendation Summary

Dissemination Section - Recommendations 1 and 2.

Program and Staff Development Section - Recommendations 3 and 4.

Product Description - The Operation of an Area Vocational-Technical Center is a 25 page pamphlet containing brief descriptions of the functions of a vocational-technical center and the legal authority for those activities. It is divided into five topics:

1. Mission and Role
2. Organization and Staff
3. Program Services and Activities
4. Fiscal
5. Operational Standards.

It was developed by personnel from the Division of Vocational Education and Directors of area vocational-technical centers in a series of five meetings held over the course of a year.

Dissemination & Diffusion Summary - No formal D&D plan was created for this product. The need for such a publication was identified by the Staff Development personnel based on input from the Center Directors.

Staff Development personnel based on input from the Center Directors. Initial dissemination was conducted by the Staff Development section. When this was completed the remaining stock of the publication was transferred to the D&D to fill requests. The initial printing was 1,000 copies. This was exhausted and an additional printing of 1,000 copies was made. A request for an additional 2,000 copies was made and supported by the findings of this survey. Those 2,000 copies are now on hand.

Impact Assessment Questions - This survey addressed itself to the basic impact assessment questions:

1. What proportion of the target population is aware that the product is available?
2. What proportion of the target group is interested in examining the product?
3. What proportion of the target population has actually examined the product?
4. What proportion of the target population has decided to use the product?
5. Did the adopters have the skills or knowledge to successfully implement the product within their organization?
6. Was the dissemination process satisfactory?

In addition to these basic questions, the need for over 4,000 manuals to supply a very limited target population was investigated. The hypothesis was that the publication was being much more broadly used and distributed that had originally been anticipated.

Impact Assessment Procedures - Since no formal D&D plan was available,

the target population was identified through consultation with the D&D staff. The groups involved included:

1. Directors or Area-Vocational Technical Centers - 24
2. Principals of Comprehensive High Schools - 48
3. Deans of Vocational-Technical Education at Community Colleges - 26.

The actual individuals involved were identified through existing mailing lists and the Florida Education Directory, 1976-77. Due to the small size of the target groups, a questionnaire was sent to all individuals identified. A copy of the questionnaire is contained in Appendix 1. The questionnaire contains 13 items addressing the questions listed earlier.

Results - The overall response rate was 69% which is quite satisfactory for this type of study. The response rates for each group were:

Directors, Vocational-Technical Centers -	100%
Principals, Comprehensive High Schools -	55%
Deans, Community Colleges -	69%

Questions about the diffusion process revealed that 80% of the comprehensive high school principals and 40% of the community college deans were unaware of the publication's existence. For those that were aware of it the diffusion process was highly successful. Ninety-five percent or more moved through the entire process including implementation. Roughly a quarter of those using the manual report one or more barriers to their use of it. Those reporting barriers to use divided about evenly between not having enough copies and lack of the

Discussion and Recommendations - From the standpoint of diffusion, this publication is clearly one of those happy products that meets a need so well that simply putting a copy in the hands of the people who need it is enough. The lack of a formal dissemination and diffusion plan probably contributed to the failure to identify and reach target groups that need and can use the publication. Many of the users reported not having enough copies. A space for indicating the desired number of copies was included on the impact assessment form. Those specific requests have been filled.

Table 1

Uses of the Manual

Uses	Directors*	Principals**	Deans***
Reference	96%	89%	100%
Planning	76	11	27
Staff Training	67	22	18
Introduction	67	33	45

*21 Respondents

**9 Respondents

***11 Respondents

However, the high level of need requested plus the fact that the publication has been out of stock during the reprinting process, may make it desirable to inform users that it is back in stock. A letter to that effect with an attached order form would be sufficient. A supplementary activity would be to put a notice of its availability in the Florida Vocational Journal.

The publication is clearly very useful. However, its wide use in ways for which it was not originally intended suggests that it may be desirable to develop a publication specifically for those purposes. The need for a publication describing area vocational-centers geared to introducing staff and other interested persons could be more appropriately met by a publication with illustrations, facts and figures. Consideration should be given to the costs and benefits of such a publication.

In the area of training a third of the respondents reported training needs concerning the use of the Florida statutes and State Board of Education Regulations. This training is not needed to use this publication effectively and is separate from the D&D effort in support of this publication. However, further inquiring should be made to establish whether or not this is a valid need requiring product development or staff training efforts.

REFERENCES

Department of Education. Florida Education Directory. Tallahassee: author, 1976.

Department of Education. The Operation of an Area Vocational-Technical Center. Tallahassee: author, 1976.

2. Impact Assessment Decision Summary

THE OPERATION OF AN AREA VOCATIONAL-TECHNICAL CENTER

IMPACT ASSESSMENT

Decision Summary

1. Finding - A large proportion of the principals of comprehensive high school and deans of community college vocational-technical programs were not aware of the publications existence. Many people in all areas who were aware reported needing additional copies of the publication. In addition the publication has been out of stock recently.

   Recommendation – Send a letter to all members of the target groups announcing its renewed availability along with an order blank. Announce its availability in the Florida Vocational Journal.

2. Finding - Those people who had received the publication have adopted and used it successfully.

   Recommendation - The publication should be considered successfully diffused. No further diffusion activities are required.

3. Finding - Many vocational-technical center directors and community college deans use this publication as an introduction to vocational-technical centers for staff and others persons.

Recommendation - Consideration should be given to developing a publication specifically designed for this purpose, probably including illustrations, pictures, facts and figures.

4. Finding - One third of the respondents reported needing training on the use of Florida Statutes and State Board of Education Regulations beyond that required to use this publication.

   Recommendation - An investigation should be made to determine if this is a valid need requiring product development or staff training activities.

Action Recommendation Summary

Dissemination Section - Recommendations 1 and 2.

Program and Staff Development Section - Recommendations 3 and 4.

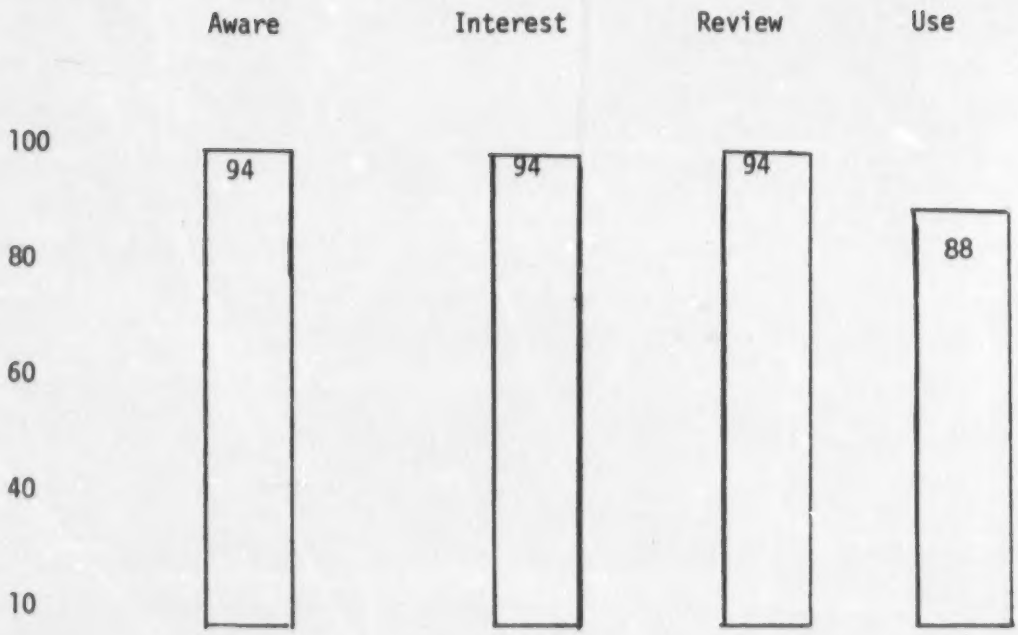
3. Impact Assessment Profile

IMPACT ASSESSMENT

The Operation of an Area Vocational-Technical Center

D/D Status Profile

Directors, Vocational-Technical Centers



Dissemination Satisfaction Rating - 82%

Note: Percentages are based on answers by 21 directors. This represents 71% of those who were mailed questionnaires.